

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
----------	---------------------

At English Language Advisory Council (ELAC) meetings (as well as Coffee with the Principal) student data, schoolwide goals, instructional strategies, intervention, and budget are brought to parents for discussion. Parents and the community are informed and given the opportunity to share their ideas, opinions, and recommendations on how BHS can enhance student success and parental engagement.

SPSA

The Bell community is regularly involved in the development of the SPSA through the School Site Council and English Learners Advisory Committee.

Bell High School’s Parent Center bridges the school and parent community. It conducts parent classes that cover such topics as mastering English, parenting skills, arts and crafts, and nutrition. It recruits parent volunteers and coordinates their activities. The Parent Center also supports the SSC and ELAC.

Active Parent Center
Workshop Sign-ins

Bell High School’s parent representatives work closely with a UCLA Representative that provides annual parent workshops on Financial Aid, A-G and College requirements. In addition they partner with Planned Parenthood, which annually provides a series of health workshops open to parents and community members. In 2015 Bell High began to partner with Los Angeles Association of School Psychologist to co-host the annual Parent Power Fair, which brought together school leadership, community members, and parents.

The STEM Magnet has hosted a Back to School Night for two consecutive years in the fall semester, consisting of a parent-teacher

meet and greet and other parent information. For the last four years, the Magnet has also had a Parent Orientation in the spring semester. In addition, the Magnet Coordinator meets with parents during the recruitment sessions at middle schools. At the end of the year, there is a special Magnet Award Night, where parents are invited to see their children be honored for academic excellence and improvement.

Magnet event sign-in sheets

Bell High Band and Color Guard Parent Club meets two times a month in the fall and once a month in the spring. There is regular attendance of 25 – 35 parents per meeting. The Club provides support to the students in Band and Color Guard throughout the school year for their competitions, Field Tournaments, Parades and Concerts.

For over four years, Principal Balderas has held a Coffee with the Principal event every month in the Parent Center, with the parent volunteers providing coffee and refreshments.

Coffee with the Principal agendas

Shortly after the presidential election, Principal Balderas held a special afternoon Coffee with the Principal at 5:30. The response was so strong (over 60 parents showed up) that an afternoon event is now planned every three months (four times a year).

Bell High’s Beyond the Bell Program works side by side with the EduCare Foundation, a 501(c)(3) non-profit educational foundation, founded in 1990 and based in Thousand Oaks, California.

EduCare Attendance records

Educare activities are unique to each school and include homework assistance and tutoring, academic enrichment, structured fitness classes and performing and fine arts activities. EduCare goes far beyond simply providing a safe space for students after school, offering many opportunities for learning and leadership. For a more detailed description of Educare opportunities offered at Bell, see the Educare section under Student Participation In Co/Extra-Curricular Activities

The College Center counselor also works closely with EduCare to reach out to community organizations and colleges for our annual College and Career Fair. UCLA will also be hosting Achieve UC at our campus on October this year.

At Bell High, our Academies also take on an important role in forming relationships with outside organizations, schools and businesses.

MTCA Walking Classes

For over 20 years, MTCA (The Multilingual Teacher Career Academy) has had a working relationship with Corona/Nueva Vista Elementary Schools. Bell High students visit four times a week to

practice their teaching skills with elementary students under close, professional supervision.

MTCA also has a Career Day, field trips, guest speakers, internships and job shadowing, and has become a model for other academies in strategic partner outreach. This year MTCA is working with East Los Angeles Community College, Child Development Department to develop a career pathway that students can pursue.

In AVID, all students, and their parents, sign a contract at the beginning of the year listing the requirements and expectations of the program. One of the requirements is that the parents attend at least three AVID parent events/meetings/workshops (or other related school events/meetings) by the end of the school year. Parents are encouraged to participate in operational and curricular Site Team meetings where confidential student information is not discussed.

AVID Contracts

AVID Certification Evidence

AVID Site plan

An AVID parent is always part of the end-of-the-year certification meeting with the district AVID Director. AVID parents are invited to attend our college field trips where students at each grade-level visit one or two different universities each year in grades nine through eleven.

AVID holds parent meetings with the counselor; parent workshops on technology like Jupiter Grades and Schoology; and, major events during the like our Winter Student Showcase and End-of-the-year Student Awards events which include academic student work and achievement as well as a family/community celebration with a pot-luck dinner that brings students, parents, and staff together.

AVID carefully plans for both 9th Grade Orientation in the Spring, and Back-to-school Night in the Fall to make these informational, parent-friendly, events. For community involvement, AVID students are required to complete 20 hours of community service according to their AVID contracts each year which goes beyond their Service Learning requirement for graduation. AVID electives often call in "guest speakers" from the community to speak about careers and/or college.

The theme of the AVID students, parents, staff, and community at Bell High School is "Familia": As they say, "We are not the Bell High School AVID Program but the Bell High School AVID Familia!"

ALPHA is also currently in the process of developing a partnership with Los Angeles Trade Tech to develop a career pathway to the

college and take advantage of the opportunity AB288 provides students.

For over a dozen years, Bell has sent students through the Inner City Filmmakers program - an eight-week filmmaking boot camp. The program was started by editor Fred Heinrich as a response to a lack of diversity in Hollywood that he noticed after the Los Angeles riots. The program gives students training with professional instructors, studio tours and a chance to make their own films. Bell High has had more students graduate from this program than any other school.

Inner City Filmmakers Graduation books

In special education, parent involvement is important in the IEP process. As a means of reaching parents, written notices of an upcoming IEP are sent to the home. A phone call is also made to the home as a reminder. Because of the importance of the IEP, every attempt to involve the parent is made. If a parent indicated that they are not able to make the meeting, we also offer to hold the meeting via phone conference.

DOTS (District Office of Transition Services) sponsors a parent resource fair where parents are provided with information from different sources. DOTS also provides job experience, up to 100 hours of paid work. In addition, DOTS helps parents by offering field trips to post-secondary centers.

For our non-English speaking parents, there is always a translator available. All documents are offered in their native language. In the call home, we also check to see if a translator is needed for the meeting.

These methods have been fairly effective in involving parents in the IEP process. We try to ensure that parents are given an opportunity to express their concerns and are offered viable solutions.

Bell High would like to do even more with local businesses and community organizations, and this is a focus for this year's action plan.

Areas of Strength

Active Parent Center

Increasing Parent Engagement through Schoology, Coffee with the Principal

Areas of Growth

Parent Engagement overall still low. More outreach is needed

The school needs more community connections

Academies need to continue to develop personalized student, parent, community connections.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
----------	---------------------

EduCare Foundation at Bell High School provides various programs and events to our students as well as the community. In the Take Action Campaign, students are empowered and are given the opportunity to partner along side Bell City Council and local businesses. The students plan, meet and host events centered around community needs such as the Breast Cancer Walk a Thon, Clothing Drive, Canned Food Drive and Toy Drive etc. Throughout the year, EduCare participates in multiple events district wide to meet professionals at Career Fairs and expose students to various career fields.

EduCare records

To benefit our academies and special programs, EduCare has partnered with community members and expertise and services to further extend our students knowledge into real world applications.

Our Gifted STEM Magnet has used community members to jury science projects and hopes to do so more in the future.

Magnet Senior Projects

ALPHA has partnered with Linked Learning, LATTC, Otis College of Art and Design and community printers and designers to provide real world experiences to our students. LATTC will provide a college course along with a professor that will allow our students the experience of being on a college campus in a college course for a particular field. Otis College of Design has assigned an additional counselor and tour so that Bell High students can experience a prestigious Art Academy and understand what they have to do to prepare themselves for that level of higher learning as future designers and artists. Our community printers and designers will open their doors as well as send speakers into our classroom to explain and describe what the real world of design is all about from a professional point of view.

Linked Learning Grants

Through Linked Learning, MTCA students are able to go on field trips and form partnerships with local universities and colleges. The students are exposed to guest speakers in the education field allowing them to see an extension of their learning in the outside

world. MTCA students can also put their learning into practice in their CTE courses, where our affiliation with our neighboring elementary schools allows our students to practice their skills and learn from the expertise of mentor teachers. The variety of experiences that MTCA students participate in is invaluable to their overall learning. They are able to see and use classroom applications in the world beyond the classroom.

The Magnet uses Project Based Learning where students are posed with real-world problems in their community. In the past, community members and business leaders served as a panel of judges. Students wrote letters to senators. In science classes, students have emailed professors whose research they were using and gave professors feedback.

Magnet projects

Hub Cities is a Youth Program that provides work experience in an office/school setting here at Bell High. Many of our youths are employed by Hub Cities and work in our various offices during intersession, after school or on Saturdays. The program was created to provide services to youth who come from economically and educationally disadvantaged families in areas including Cudahy, Huntington Park, Lynwood, Maywood, South Gate and Bell Gardens. They place an emphasis on enhancing youth development in the areas of education, by promoting long-term intervention strategies to improve basic skills, leadership, and pre-employment preparation.

Hub Cities Youth Program/
College Center

The main goal of the youth program is to expose youth to opportunities and the tools that will empower them for a better future. To accomplish this we provide an array of services, such as paid work experience, basic skills training and job readiness workshops.

Bell High also sends bus loads of students to the Cash for College Career Fair at LA Trade Tech each Fall. Here they are exposed to various college representatives as well as resources for financial aid and loaning institutions.

We also had a College & Career Fair last spring with representation from the UCs, CSUs, and Community Colleges. We are scheduled to have another one in November of this year.

Areas of Strength

Multiple opportunities through organizations and Academies to link with local resources and expertise.

Area of Growth

Even more outreach into the community would benefit student engagement and learning.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
----------	---------------------

Bell High is committed to creating a safe and clean environment that nurtures learning as evidenced by the Safe School Plan, Child Abuse Awareness Training, LAUSD Injury Illness and Prevention training and many other District Mandated training that takes place twice a year. Training include such topics as fire/earthquake safety, blood borne pathogens, chemical safety, hazard communication, injury illness and prevention, Employee Code of Ethics, Code of Conduct with Students, Nondiscrimination, Title IX requirements, facility safety, internet safety and many others.

Bell District Mandates August 14, 2017 PowerPoint

Schoolwide fire/earthquake/lock down/shelter-in-place drills take place once a semester as required by LAUSD Policy and drills show that students are well behaved and follow safety protocols as necessary.

For the 2016-2017 school year the number of days lost to suspension is 20 days down from 30 days the previous year. The percentage of students feeling safe in school grounds increased from 49% to 57%. Bell High School will continue to implement the Positive Behavior Support Plan by the School-wide Positive Behavior Support Specialists (SWPBSS). This is also known as the four Ps model (Be Prompt, Be Prepared, Be Polite, and Be Productive).

Positive Behavior PowerPoint
School Wide Positive Behavior Support Plan

The school also has meeting to inform students of school-wide discipline expectations twice a year at the beginning of the semester for all students. This covers bullying, technology safety (phone usage), drug and alcohol use, as well as conflict intervention.

The SWPBSSs and Campus Aides will assist in the implementation of this progressive discipline model along with the District's Student Code of Conduct and Dress Code Policy that will lead to a safe school. The SWPBSSs will also assist classroom teachers and other staff in appropriate protocols that address the needs of all learners to maximize instructional time.

Areas of Strength

Bell High has numerous programs to ensure the safety of all students at school covering a range of possible dangers.

Areas of Growth

Cuts in the custodial staff make it difficult to keep the campus clean, leading to intermittent pest problems.

Some infrastructure problems, such as air conditioning, may still need addressing.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
----------	---------------------

Bell High supports an environment of caring and high expectations by utilizing Positive Behavior Supports through the LAUSD policies and procedures as can be seen by the Rubric of Implementation found in the Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS). Bell High also focuses on the 4 P's (Prompt, Prepared, Polite, & Productive). They are referred to on a regular basis in reminding students of their expectations at Bell, and they are posted throughout the school.

Discipline Foundation Policy:
School-Wide Positive Behavior Support

4 P's posters

Bell High also has a variety of clubs that celebrate diversity and honor differences, such as the New Hope Club run by Librarian Mrs. Salanoa, which welcomes students of all faiths, and the Gay Straight Alliance which invites all students to talk about diversity and gender identity issues.

Every year, the Take Action Campaign hosts a week of activities during Lunch to celebrate diversity and cultural heritage. These activities are created, organized and led by students to creatively and culturally challenge discrimination in innovative ways and to promote a wider understanding of equality and diversity issues and achievements throughout the community.

Areas of Strength

Positive Behavior Support in place

Diversity is celebrated through clubs and organizations

Areas of Growth

Some teachers believe more schoolwide discipline is needed.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
----------	---------------------

In the development of the Single Plan For Student Achievement (SPSA) stakeholders must all be involved. Inputs and participation from students, parents, staff, community, administrative team and other school leaders and school leadership councils are essential to draft, approve, and finalize the SPSA, resources, and allocations. Below lists the processes, communication, and collaboration involved throughout the school year in the development of the schoolwide plan that is aligned with the LCAP goals and priorities.

SPSA
SSC Agendas

Departmental Participation (Mathematics, Science ELA, and History Social Studies):

Throughout the school year, three departmental Professional Development (PD) sessions in the four cores are held. The PD focuses on departmental data and strategies that address the needs of the low-performing and at-risk students. The meetings involved analyzing current student grades, SBAC results, departmental strategies and technology integration that will enhance student learning to meet the grade level standards. Furthermore, intervention such as tutoring, Saturday School, Period 7, and parental communication and involvement are discussed.

PD Agendas

Parent and Community Involvement & Engagement:

Bell High School provides year-round parent meetings and workshops to the parents and the community. During the Coffee with the Principal and English Language Advisory Council (ELAC) meetings, student data, schoolwide goals, instructional strategies, intervention, and budget are reviewed and discussed. Parents and the community are informed and given the opportunity to share their ideas, opinions, and recommendations on how BHS can enhance student success and parental engagement.

ELAC Agendas

Other Support Staff:

The paraprofessionals and educ. aide inputs are vital to the schoolwide program and student achievement since they work directly with the students and classroom teachers. The SPSA and the districts’ LCAP Goals are shared with them during the Tuesday

PD's. In addition, trainings and workshops are provided on various instructional strategies to help support our EL's low performing, and at risk- students.

School Leadership Teams and Councils:

During the Local School Leadership, and School Site Council Meetings student data, instructional programs, budget, professional development, and stakeholders' concerns are shared and discussed. This process allows every school representatives and leaders to be informed and have a voice concerning current data, and information that impact our students and respective Departments, Professional Learning Communities, and Professional Learning Teams. The schoolwide program goals are discussed and input is gathered from all members.

Areas of Strength

There is year-to-year consistency in the high quality of communication and collaboration among stakeholders

A regular cycle of data review is in place and respectively utilized by representatives from all stakeholder groups

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
----------	---------------------

School Mental Health Program at Bell High School provides student connections with peers, family, school and community by facilitating student development and the ability to successfully deal with problems, crises, or traumatic experiences. The school psychiatric social worker provides a wide range of services which includes individual, family and group therapy, classroom interventions, linkage of services, threat and crisis assessment and intervention and professional development.

Jinger Alvarez
PSW Records (may be confidential)

Last school year, 219 students were referred for mental health assessment. Each of the students was assessed and either received mental health services at school were referred to outside services for more intensive mental health care. PSW provides several Evidence Based Practice interventions which includes Erika’s Light House and FOCUS. During the 2016-2017 school year two classrooms received the psych education program Erika’s Lighthouse. The program provided psycho-education regarding depression and suicide. Another classroom intervention that was provided last school year was FOCUS. Focus’s purpose is to improve Socio Emotional Learning in the classroom. 461 students completed a pre- and post-test which assessed history of trauma, depression, and possible Post Traumatic Stress Disorder. All the students received FOCUS which is a 10 week program focusing on anger management, improving coping skills, and communication skills.

As mentioned in D1.3, Bell High monitors the graduation progress of all students, benefiting from improvements to the MiSiS system allowing for IGP reports, graduation progress reports and at-risk reports. This includes a dropout prevention counseling position. Counselors mail certified grad checks home in the Fall and Spring.

Students who do fall behind are benefiting from increased credit recovery options.

Areas of Strength

Mental, academic and college counseling are available to all students

Individualized Graduation Plans allow counselors to keep students on a successful path

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
----------	---------------------

Bell High was an early adapter of the Small Learning Community model, and many staff members have years of experience working in small learning teams to personalize instruction. We have also been hindered for years by our three-track and four-track schedules, and we are finally stabilizing our Academies and special programs and looking forward to the results we can achieve when we really all have the chance to work together.

AVID, Magnet, ALPHA, MTCA program plans

Bell High has many options for students so that they can find a place where their learning style is honored. These include

AVID

A nurturing program where students who are achieving average or slightly below average grades can pull themselves up to the next academic level with the support of a small team of caring teachers.

The GATE STEM Magnet

A gifted magnet for students interested in a challenging, high-level curricular centered around science, technology, engineering and math.

ALPHA

Alpha is a linked Learning Academy that will offer students a high-quality career pathway in the Visual and Performing Arts for the 21st century. Alpha will enable students to be connected to careers in Digital Arts, production, Visual Arts, and Performing Arts.

MTCA

The Multilingual Teacher Career Academy (MTCA) is a linked Learning Academy that has been at the forefront of involving students in the Greater Los Angeles area. MTCA is an academy for students who may want to become educators, counselors or work with children and Youth.

The Comprehensive High School

For students who do not want to be confined by any theme and desire maximum flexibility in their schedule, the Comprehensive High School allows students to select from the full range of challenging coursework while giving them the options they need in their schedule for athletics and other curricular and extra-curricular activities.

And coming soon...

International Baccalaureate

The International Baccalaureate Program (IB) is in its infancy at Bell High and is not yet populated with students. The IB program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our intervention plan (detailed in the next section) offers alternatives such as online instruction and tutoring, enabling struggling students the chance to customize the help and extra opportunities they need.

Our Reed Professional Development (detailed in Chapter 1) was specifically selected for our student population and geared to help teachers use the Habits of Mind to personalize instruction. Reed materials and surveys

Areas of Strength

Personalization is increasing through Academies, the Magnet and Special Programs

Reed Professional Development helps teacher personalize instruction for our student population

Areas of Growth

More personalization and engagement is expected through our Academies, Magnet and Special Programs

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
----------	---------------------

Bell High continuously reviews and revises its intervention approach, and will be making changes to accommodate the new 2017 - 2018 single-track schedule. The new calendar will reduce the number of opportunities to offer intersession credit recovery classes.

Tutoring in the Library

Currently, students can receive tutoring after school in the Bell library until 4:30 p.m. everyday except Tuesday. This program provides academic support for those students who are failing or in danger of failing a class. Students can also use the resources available in the library (computers, iPads, books) to complete assignments with the support of the teaching staff. After School tutoring is funded and supported through Educare. In addition, the Jaime Escalante fund provided by LAUSD helped to pay for math tutors after school.

Educare records

Jaime Escalante Program

Along with the tutoring program, Bell offers credit recovery opportunities through a 20 hour intervention program (see below), Saturday Academy, and intersession classes. Students who have failed a core academic class in English, math, history, or science have the opportunity to repeat the class successfully for credit. Students' attendance and progress on all credit recovery classes is monitored through Jupiter Grades. [Now Schoology]

During the spring 2016 semester, Bell High was offered five different credit recovery program options designed to service selected seniors who were short up to four classes of meeting graduation criteria. The programs were created by the LAUSD LD East and afforded seniors who failed core subject classes in math, English, or history the opportunity to earn a C or D grade after 20 hours of class time and successful completion of the required assignments. The intervention counselor, program administrator, and content area teachers designed the curriculum requirements students needed to complete to earn credit. Students who enrolled

in this credit recovery program took the class during either a Zero or 7th period plus Saturdays to complete the required 20 hours of class time. Many students were unable to finish the required work within the 20 hours of class time and continued attendance until the required work was completed. Final products included science projects, research papers and English presentations.

Credit Recovery Student Work

This new program enabled many seniors to graduate who would have not had opportunity to do so. As a result, Bell High School's projected graduation rate of 72% in the spring of 2016 grew to 84%. Funding for this program in the future is uncertain. However, if funding and the program does become available, it would once again target seniors.

APEX, an online credit recovery program, was used during the 2015-16 school year to help students improve their semester grade in math (percentage boosters). Math teachers pre-selected topics for students to complete and earn credit. Not only could students earn credit for assignments they had missed, but they also received additional support with specific math skills. For the 2015-16 school year, APEX provided Bell High with free licenses to offer this program. Funding for APEX for the 2016-17 school year is still pending as APEX will no longer offer free licenses.

Ms. Torres-Ring and Mr. Torres have been in discussions centering around an intervention program that would be computer based, and target a specific group of students (seniors and 11+) who have several classes to make up. Instead of embedding a student in a class they failed in 9th or 10th grade, they would be able to use a program like APEX to make up the course. This type of programming would serve two purposes: lower the student-teacher ratio in grades 9-10 where more hands on instruction might be required, and allow for the student in danger of not graduating due to credit issues a more age appropriate learning environment.

APEX Credit Recovery

The many forms of intervention and credit recovery classes available at Bell speaks to the need to address the diversity of both learning styles and lifestyles inherent in the community. Our students are competing with their counterparts in other communities where language is not a barrier to learning and achieving success in the classroom. Providing enrichment through reinforcement, access to technology, or time to complete homework in a quiet setting through after school tutoring is often the helping hand our students require in order to achieve success and mastery of skills in the academic learning environment beyond the school day. Credit recovery classes offer students a path toward graduation within a four year period, and reduces the dropout rate significantly.

Incoming students are evaluated at time of enrollment using multiple measures, such as transcripts, test scores, EL level, IEP and IGP to properly place them in the correct courses, academically and provide intervention support if needed. Continuing students are re-evaluated academically every progress report to properly identify their individual needs. Once the need has been identified, after-school tutoring, 7th period, Saturday Academy, Parent/Teacher Conference are offered. MISIS Reports are utilized to identify students that are At-Risk of not meeting course expectations. The Star 17 Local Design Program works in conjunction with the classroom teacher to supplement course work to give the student the ability to meet course work and grade level expectations.

EL students are offered intervention classes to support their English. All students regardless of designation (ELL, GATE, Title 1, Special Education) are offered additional support in English or Math if needed based on CELDT, SRI, SBAC score, and other measures to ensure that they are receiving appropriate help and support. This may be during the regular school day or outside the school day. Additionally, the ELL Coordinator, Gifted, Special Education Case Carrier, the student progress additionally. All students are the given all the support needed to excel in school and meet the Graduation Standards, so that they may graduate in time, as our Graduation Rate had been increasing every year and this year reaching a 90%.

Star 17 Local Design Program

Our Academies, Magnet and Special Programs are also learning to support the level of personalization needed so that students do not fall through the cracks.

AVID is a good example:

1. All AVID students and parents sign a contract at the beginning of each year that requires them to maintain at least a 2.4 GPA on their school progress reports (and/or biweekly Jupiter Grades/Schoology grade checks) or be placed on AVID Academic Probation.
2. Academic Probation involves weekly grade/percentage checks in all classes to be signed-off by each teacher; close monitoring of improvement by the AVID Elective Teachers and AVID Counselor; required hours of official school tutoring (from Educare or other Bell High School after-school tutoring programs) to be signed-off on the weekly progress report; and, required parent contact and signature on the student's weekly probation/progress report.

AVID Certification Evidence
AVID Site plan

3. If the student shows no improvement for prolonged periods of time, and does not meet the other conditions of probation, then a parent meeting is held with the AVID Counselor and other staff as additional support for the student; if, at the end of the semester, the students continues to struggle or regress, they may be exited from the program.
4. AVID Site Team Content and Elective Teachers support and intervene with under-performing students using the various AVID "WICOR" strategies in the classroom of: Writing, Inquiry, Collaboration, Organization, and Reading. These are not only designed to increase rigor, but also to help support and boost learning in under-performing students of all populations including EL, Special Needs, low-income, and other underrepresented groups found in the AVID students at Bell High School.
5. In the AVID Elective and Content classes, Collaboration and Organization are key to supporting learning in under-performing students as evidenced by the AVID Tutorials, and by the AVID Binders carried by all AVID students. In the Tutorials, students collaborate to better learn the content they find most challenging with a structure of WICOR, and the help of AVID Tutors and the Elective Teachers. The AVID Binders help students plan and stay organized with calendars, agendas, Cornell Notes, and other materials for each of their classes under each tab/divider.
6. AVID Content Teacher individual support and tutoring: all AVID Content Teachers offer some kind of intervention for students struggling in their classes including tutoring and homework help at lunch or afterschool; affording students opportunities to make-up assignments or tests, or turn-in late work; and, again, using WICOR strategies in their content area classrooms.
7. AVID is also instituting a reward system for students who maintain a high GPA as incentive, and motivation for all to improve and elevate their GPAs. Throughout the school year, this will be some kind of gift, treat, or special event planned for those with GPAs of 3.0 or higher on their most recent progress report.
8. AVID's emphasis on college preparedness also feeds into academic achievement and maintaining higher GPAs. AVID students are made aware of the requirements for UC, CSU, and Private University applications and admissions. The "AVID Dream" program goes beyond this by

analyzing the college admissions data of GPAs and SAT/ACT scores to show high school students who their competition is, and who was admitted to the higher demand, more prestigious colleges and universities. This makes them aware of what they need to do in high school in order to attain their long-term goals for college and career.

For Special Education students, GE teachers are given a student passport which contains information from the current IEP. This passport form allows GE teachers to see what the student's strengths and needs are and what supports are necessary to assist that student in being successful in the GE curriculum. If there are additional concerns, the GE teachers are able to make contact with the case managers or special education office and, if necessary, a conference is set up between the teachers and the parent to address the needs. From there, the recommendations are varied. Tutoring, or additional accommodations and or modifications can be recommended. If a greater change is appropriate, then an IEP is arranged. As a way of offering additional services, Special Education Teachers are now teaching self-contained classes in Math and English for students whose skills are far below grade level. With these self-contained classes, students are able to work on their skills in hope of being able to move back in the general education classroom.

For students who remain in the co-taught general education classes, co-planning is still supported. Teachers meet on a regular basis, either during a common conference period or before or after school, to plan lessons that include strategies and accommodations that will allow our SWD's access to the core curriculum. Teachers are able to incorporate UDL (Universal Design for Learning) strategies into the lessons that give students additional access to the GE curriculum.

With these interventions in place, all stakeholders have ready access to support. SWD's in the SDP program are assigned to advisory classes with their case manager. This was done to give the students a period outside of the general education environment with their peers. In these advisories, students are able to have skill reinforcement and get clarification on anything that is happening on the school campus. Students report that they feel supported by their case manager and appreciate the time that is allotted in advisory which allows them to feel as if they are a part of "a family."

Our work with English Language Learners is dealt with extensively elsewhere, but language teachers are regularly looking at CELDT Data and RI from Read Theory to group students and plan lessons

that will improve their literacy skills, specifically in the designated ELD classes. English teachers examine lexile levels to group students according to reading levels. In 2015 – 2016 we held specific PDs for District Modules from our TSP Coordinators.

Areas of Strength

A wide variety of tutoring and credit recovery options are available to students who need them

Counselors evaluate students regularly to determine tutoring and credit recovery needs, as well as A-G progress

Support is available for EL, GATE, Title 1 and SPED students

Areas of Growth

New online supports are being explored

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
----------	---------------------

a) Bell High is almost 98% Hispanic, which limits the distribution demographically. MiSiS Schedule distributes Female/Male equally. Every group is given the opportunity and is offered all courses available to them. The Magnet offers a greater variety of AP courses which students from the comprehensive high school have limited access to. The comprehensive school, now that it is a traditional school, is trying to increase its AP offerings.

MiSiS Data

b) Non-magnet students at Bell Senior High have equal access to all courses offered to them in their school. Magnet courses are offered to a minimal number of non-magnet students depending on space available (Magnet classes are capped at 34 per class.) All students regardless of demographic subgroup or school magnet/non-magnet are offered equal access to tutoring, AP Readiness workshops, Online courses (Edgenuity), and Community College through East Los Angeles College. The Educare Program offers tutoring for all academic courses, in addition to enrichment/recreational courses. Students with Special needs (IEP, 504, ...) are given additional time to complete assignments and examinations based on the IEP and 504.

Within the regular school day, students are allowed to repeat courses in which they received a “D” or “Fail” if their schedule permits. Otherwise, these makeup classes must be completed outside of the school day. Outside of the regular day, Bell High offers 7th period, Beyond the Bell, Summer School, Saturday School, Adult School and Richard Slawson Occupational Center, at which students can make-up or repeat courses. They can also do enrichment through East Los Angeles College.

With all these interventions being offered to all students, they are being successful in meeting all graduation requirements. They are being met in a timely manner, as our graduation rates indicate from past years. It has become a group effort to make sure that our students take control of their education, whether they need additional assistance or not.

Gifted Magnet students are offered honors and AP courses, including four years of science and math. They also participate in the UCLA AP Readiness program for equitable support, as well as the Tiger Woods Learning Academy for STEM in conjunction with UCI.

Areas of Strength

Classes are equitably distributed and available

Intervention is provided during the school day and beyond.

Areas of Growth

We will continue to monitor this area as we adjust to programming our Academies, special programs and Magnet.

There is a need to add additional AP courses to the comprehensive high school.

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings

Supporting Evidence

It has been difficult to determine exact numbers of students involved in clubs because they changed sporadically depending on which students were on track, which teacher/advisors were on track, and shifting student interests.

We have six fewer campus clubs that meet on campus during the school day than we did in 2011, but that may well be due to students pursuing the same interests through the EduCare sponsored activities after school.

Clubs include:

- Academic Decathlon
- GSA Club
- Interact Club
- MESA
- New Hope Bible Club
- Social Justice
- Students Run L.A.

The EduCare events and clubs are popular. In the Fall of 2016, 44 different clubs or events met or took place attracting over 2,700 student attendees.

In addition to supporting numerous tutoring opportunities, college visits, sports and conditioning programs, classes and school events, EduCare also sponsors:

- Cyber Patriot
- Dance
- Photography
- Driver's Education
- Robotics
- Guitar
- Visual Arts
- Take Action Committee

Areas of Strength

Many clubs and activities are offered across a wide range of interests.

Areas of Growth

Involvement in non-EduCare activities could be monitored better.

Faculty could be better made aware of clubs needing sponsors.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Bell High is a safe, welcoming place for students and parents, where student learning and social engagement is supported by numerous programs on the campus and beyond the classroom. These programs support academics, credit recovery, public service, school spirit and student interests. Engaged stakeholders are experienced in the annual collaborative process of running the school. A counseling staff identifies at-risk students and provides guidance. Academies, the magnet and special programs such as AVID are beginning to provide more of the personalized student and parent engagement a school this size will need to meet our goals of increasing attendance rates and student/parent engagement.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Active Parent Center
- Increasing Parent Engagement through Schoology, Coffee with the Principal
- Multiple opportunities through organizations and Academies to link with local resources and expertise.
- Numerous programs to ensure the safety of all students at school covering a range of possible dangers.
- Positive Behavior Support in place
- Diversity is celebrated through clubs and organizations
- There is year-to-year consistency in the high quality of communication and collaboration among stakeholders
- A regular cycle of data review is in place and respectively utilized by representatives from all stakeholder groups
- Mental, academic and college counseling are available to all students
- Individualized Graduation Plans allow counselors to keep students on a successful path
- Personalization is increasing through Academies, the Magnet and Special Program

- Reed Professional Development helps teacher personalize instruction for our student population
- A wide variety of tutoring and credit recovery options are available to students who need them
- Counselors evaluate students regularly to determine tutoring and credit recovery needs
- Support is available for EL, GATE, Title 1 and SPED students
- Classes are equitably distributed and available
- Intervention is provided during the school day and beyond.
- Many clubs and activities are offered across a wide range of interests.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Parent Engagement overall still low. More outreach is needed
- The school needs more community connections
- Academies need to continue to develop personalized student, parent, and community connections.
- More personalization and engagement is expected through our Academies, Magnet and Special Programs
- Faculty could be better made aware of clubs needing sponsors.
- Even more outreach into the community would benefit student engagement and learning.
- Cuts in the custodial staff make it difficult to keep the campus clean, leading to intermittent pest problems.
- Some infrastructure problems, such as air conditioning, may still need addressing.
- Some teachers believe more schoolwide discipline is needed.
- New online supports are being explored
- Master program scheduling should be monitored as we adjust to programming our Academies, Special Programs and Magnet.
- Involvement in non-EduCare activities could be monitored better.