

SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR
BELL HIGH SCHOOL

4328 Bell Avenue
Bell , CA 90201

Los Angeles Unified School District

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CHAPTER I: STUDENT/COMMUNITY PROFILE

The region served by the school is located in the southeast quadrant of Los Angeles County approximately ten miles from the Los Angeles Civic Center. It was first settled as an agricultural area by James George Bell in 1876 and later developed into a triad of urban/suburban communities – Bell, Maywood, and Cudahy – that together occupy approximately five square miles. The current combined population of these communities is about 93,000, Bell High School (BHS) is one of 81 regular comprehensive high schools in the Los Angeles Unified School District and one of five still remaining on a three-track year-round calendar. The school first opened its doors in 1925 with 800 students and has been at the center of the community ever since. BHS is part of Local District 6 (LD6) in the Los Angeles Unified School District (LAUSD). It is a comprehensive multi-track year-round high school that started the 2010-2011 school year with approximately 4,500 students in grades 9-12. Although enrollment is down from the nearly 5,000 of five years ago, student population is not projected to drop further until after the construction of two new schools, one of which is still in the planning stage. BHS became a Concept 6 Year Round School, with a school calendar of 163 days for each of its three tracks (A, B & C), in 1981. To compensate for the loss of instructional days (seventeen), BHS added thirty-nine minutes to the school day.

The year-round school model creates a multitude of challenges related to scheduling, room rotation, sharing of equipment and facilities and communication among stakeholders. For example, at any given time, only two-thirds of students and certificated faculty are on campus, or “on track.” This necessitates the careful and strategic planning by administrators, coordinators, and office personnel in the preparation of daily activities, the scheduling of meetings, the fair distribution of course offerings for students, the implementation of state and federally mandated testing, graduation preparation as well as the ceremony, and participation in clubs and sports. Every eight weeks, a group of students and teachers/counselors either goes on break (off-track) or comes back on-track. However, all administrators and coordinators work year round with staggered vacation schedules. BHS has been a School Wide Program (SWP) Title 1 School since 1993. Since the beginning of No Child Left Behind (NCLB) in 2001, BHS has been unable to meet its AYP except for in the 2008-2009 school year. Therefore, BHS remains a Program Improvement Year 5 school. In the early years of NCLB, the school did not support the Students with Disabilities (SWD) subgroup to the degree necessary to meet the Annual Measureable Outcomes (AMO). More recently, as the AMOs for ELA and math have been increasing by approximately 10% per year, the school has had growing difficulty in preparing the English Language Learner (ELL) subgroup. All other identified subgroups have met their measurable

