Category C: Standards-based Student Learning: Instruction

C1.   Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt*: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and abilities and how the school modified instruction based on these findings.*

Findings	Supporting Evidence
Of Bell High's 28 professional development days, seven are allotted to PLCs, where teachers meet in subject like teams and engage in planning standard-based assessments/lessons and analyze student work to determine if students are acquiring the skills required in CC and SBAC and determine next steps in their instruction.	PLC Agendas
Much of the effort to involve students of diverse backgrounds and abilities takes place through our ongoing efforts to establish fully functional, themed small schools that allow every student to find a place where they feel their education is geared toward their interests, learning styles and abilities.	Functioning academies and special programs
Bell High, as detailed elsewhere in this plan, has struggled valiantly since the Gates Foundation began funding small school efforts to make such programs work in spite of shifting multi-track schedules and various swings in district mandates.	
Counselors are keenly aware of Bell High's efforts to achieve academic standards and college readiness for students of diverse interests and abilities. The student performance data we examined was for students guided by counselors who had to cope with increased PLCs, AP equity conflicts (largely a non-issue now that we are single-track) programming for AVID, ALPHA, The Comprehensive High School, the STEM Magnet, and now a new IB Cohort. Maintaining availability to advanced courses, interventions and popular electives must be balanced with class size caps and now the mandatory Advisory periods required by Linked Learning grants. Their goal has been and remains making a challenging and relevant education available to students of all levels and all interests while remaining within compliance of various State and program laws and regulations.	Master Schedule

Our new efforts at full inclusion in the Special Education department, and our continued work with Long Term ELs are all geared toward ensuring that the benefits of personalization and engagement created by these learning communities is available to students of all abilities.

The new International Baccalaureate program, which is still in its early consideration phase, is often viewed as an elite program for top scholars only. However, as the cadre of teachers being trained in the program have discovered, IB schools can be open to a variety of students at different academic levels, although not all students may end up in participating in all the testing and authorship required to receive a full IB Diploma. Interviews with program coordinators at other IB schools reveal that students who take only one or two IB classes during their high school careers can still benefit in college from this experience.

Efforts to tailor a curriculum to a diverse student population are meaningless if the curriculum is not rigorous and challenging, and the learning apparent in the resulting student work. Bell High is working to achieve this in all classes from the core academics to electives.

For example, the Science department uses lab experiences to promote curiosity and prepare students for the critical thinking required by the Next Generation Science Standards and college. Instructors frequently use open-ended questions with multiple solutions requiring higher levels of synthesis and analysis.   In examining student work, teachers realized that more writing should be required, in lab reports and essay questions, preparing students for the levels of writing that will be required in college.

Lab Reports

Some projects are based in the science classroom and others – such as the Magnet Junior and Senior Projects – are interdisciplinary, but all involve problem solving and critical thinking.

Science Fairs and Senior/Junior Magnet Projects increase engagement, and by observing how students respond to various Science Fair/Project assignment challenges and requirements, teachers are learning how to leverage the real-world aspects of the projects to increase complex thinking and college level work. These efforts, of course, reflect our ESLOs.

The Science Fair in the Magnet

Grade level presentations in the Magnet

Teachers do see a need for even more connections to colleges (possibly through guest speakers at College Fairs) and community professionals. Of course, even more planning time would help in the organization of the projects and labs. Due to Reed, WASC and other compliance issues, planning time for PLCs and academies has

been limited recently.   Teachers are anxious for the kind of professional development they can begin utilizing in their subject matters the very next day.

The goal of increasing engagement permeates the school. In ERWC classes in the English department, teachers are asking students to pause and reflect upon their target audience is in relation to the task at hand. The Reed training should inspire these teachers to expand on their topics and prompts in a way that makes them even more student-centered.

ERWC classes engaged in reflection

In math, teachers are using student directed activities where students think of alternative approaches to mathematical problems; for example: students placed in heterogeneous group are given two points in a Cartesian plane to generate answers with different approaches that are driven by intellectual curiosity. Here, as in other domains, time is an important factor. In this case, it is actually class time that can seem in short supply. More time needs to be made available for this type of cooperative learning projects within the constraints of the curricular map of common core state standards.

Student artifacts in the form of classroom posters, graphic organizers and other visuals created by cooperative groups

No student is considered exempt from a challenging and relevant curriculum, and no department considers itself exempt from making this a reality. In PE, written and critical thinking assignments include Food Logs, Calorie Book lessons, Fitness Logs, graphic organizers and muscle charts. Teachers in the department note that even more could be done with these engaging and student-centered activities if smaller class sizes could be achieved and there was more school-wide discipline

Posting of student work.

In the career tech area, one project requiring critical thinking is the Bridge Project where students design and construct a bridge to hold at least 50 pounds. They design any architectural design and modify as needed based on the complexity required. This combination of hands-on work with data analysis has special appeal to certain students. Another class has a similar project where various metals are used to test the strength of various welds.

In woodshop, you will see bridge making and other woodworking skills that require trial and error.

In metal shop you will see the use of of an air engine and parallel tooling. This involves engineering and problem-solving.

In the visual arts, students work on various drawing and graphics activities where many choices will be made to solve visual problems. In the arts, these choices will reflect complex and critical thinking skills and this will apply to other disciplines where creative decisions will be made.

In The Print Shop you will see screen printing, and Photoshop and illustrator programs being used. These involve procedures and trial and error.

In examining student work, teachers in art/career tech do agree that more reading needs to be integrated into the projects, especially since these high interest projects can be strong motivators for reluctant readers. Currently, many students lack the protocol of

In the drawing class you will see various projects requiring accuracy

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reading sequences of a project steps. Teachers could also use more time for reflection on the process.

Bell High can improve outcomes and build intellectual curiosity by having funding to properly advocate for the arts. It is a high-interest subject for many students, but an expensive one as well.

including exercises in perspective grid expansion with ratio, typography where spatial and font design are practiced.

In the social sciences, SHEG lessons help students to think critically about past events and make connections to the modern world. Students read documents and decide on the credibility of the document.

Students essays posters relating to SHEG lessons.

Mock elections are held where students learn about the measures and proposals and the impact they may have on society.

Posters and participation in the mock elections.

Teachers use Socratic seminars in which students engage in conversations and question the validity and impact of issues on society. Research papers are regular parts of the curriculum, although teachers note that providing more time for academic research so that students learn how to look for information properly and ask questions would be a big benefit. Students also need work in learning how to cite credible sources.

Debates

Students research papers

Areas of Strength

Academies, magnet and special programs are up and running on a single track

Full Inclusion getting good feedback

Project Based Learning in many Learning Teams

Adoption of CCSS and NGSS

Strong career tech and art connections

Areas of Growth

Need more counselor support

Need planning time to arrange more community connections

Need more arts funding

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
During informal and formal classroom observations, Administrators ask students what they are doing and why they are engaged in the activity they may be working on. Most students are able to connect the activity and/or skill to the content standards that are posted on the board. In 2015-16, administrators collected observation data, with one selected area being the use of checks for understanding. In only 7.8% of classes were checks for understanding not observed. This area was dropped from the collection rubric in 2016-17 as we switched emphasis to Habits of Mind.	2016 School Experience Survey Teacher Syllabi Schoology
In the 2016 School Experience Survey, 82% of students said they came to class prepared.	
All teachers are required to submit syllabi in which they outline course expectations and requirements. Many teachers require a response from students/parents that these have been received.	
Our Learning Management Systems (now Schoology, until recently primarily Jupiter Grades and Blackboard Connect) allow teachers to share assignments and grades with students and parents, and to field questions electronically.	
Through years of Understanding by Design training, Bell High teachers have learned to construct the lesson with the end in mind, and most provide clear expectations and rubrics, as well as samples of work. Some teachers have students self-assess work as part of the process so that grading criteria is crystal clear.	
Bell High does not currently collect data on students' understanding of specific performance expectations.	

Areas of Strength

Syllabi reflect expectations for every class

LMS (Schoology) makes class and assignment expectations clear to students and parents

Understanding by Design training is paying off

Area of Growth

We may need to quantify student comprehension of performance expectations.

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Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Math and science teachers use videos and tutoring websites to scaffold concepts to students who may not need full intervention, but are struggling with particular skills. Khan Academy is probably the best known of these resources.	Khan Academy
In woodshop, students use an App provided by the Technology Coordinator (Mr. Anker) to learn to measure. Students who continue to struggle can return to the lab to bolster their skills.	Computer apps used by career tech classes
Teacher can post links to videos, blogs, websites and other resources on Schoology. This is a developing practice since the LMS, required by the district, is new to the school.	Schoology
Teachers on A track (those that became part of the Comprehensive High School) shared that they now allow students to use smartphones to integrate technology in the classroom. While Bell High has several computer labs available to teachers and students, we have not yet reached a one-to-one pupil to device ratio, so needed technology is not always available. Allowing students to use smartphones promotes a culture of technological responsibility and is a useful practice, as it is becoming common in college classrooms. Teachers do feel that more technology PD would benefit its proper integration into the curriculum are now adapting to the new system.	Smartphones being used for academics
Teachers in the Visual and Performing Arts know technology can supplement what is available in textbooks and can enhance the teaching and learning process. YouTube how-to videos can keep pace with advances in software more quickly than textbooks can, and differentiation can be accomplished by making videos explaining difficult subjects or techniques available to struggling, absent or new students.	You Tube videos Google Drive Edmodo Ed Puzzle
Bell High teachers know they should try to include updated technology within our classrooms in order to keep up with the 21st Century. Students are already interested in technology, so we are tapping into their interests.	Kuta Software Turning Technologies Kahoot

Areas of Strength

Teachers use technology to differentiate:
Smartphones, YouTube, Khan Academy and more to aid struggling
students

Area of Growth

We could use regular PD in Technology

One-to-one device to student ratio would be great

C2.   Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Our Reed training was research based PD designed to provide teachers a variety of strategies targeted to connecting with the students of our population. Classroom observations and feedback surveys support the belief that the Reed PD was effective and positively impacting learning.	Reed Practices/Habits of Mind in use in the classroom
As mentioned above, many teachers use videos and websites as resources that go beyond the textbook in engagement and new information. Most classrooms have mounted projectors and information can be presented by slide show (PowerPoint, Google Slides) video (YouTube and Vimeo among others) or through direct demonstration via the teacher's own computer.	Technology common in the classroom
Within academies and special programs, efforts are being made to increase the use of technology for instruction by making full use of what is currently available without incurring undue costs.	

For example, AVID teachers intend to

- Increase number of teachers using "teacher web pages" on bellhs.org.
- Conduct SBAC-like practice activities/questions online
- Support full use of Schoology
- Communicate with parents via Schoology and Blackboard Connect

As mentioned in C1.3, some teachers are letting students use cell phones as an effective technology. Schoology, our LMS, allows for the digital distribution of lessons, including links and videos.

Teachers in the Visual and Performing Arts supplement what textbooks with YouTube how-to videos. Math and science teachers also use videos and tutoring websites to scaffold and differentiate.

See C.2.5 for even more uses of technology.

Areas of Strength

Reed training is use

Technology delivering curriculum beyond the classroom

Areas of Growth

More technology PD would be useful

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
For all classes, scaffolding and differentiated instruction are integral to the coaching strategies used to facilitate learning in all students. Student Centered classrooms are emphasized through the LAUSD Teaching and Learning Framework and the Professional Development on Kagan Collaborative Structures, the Know Wonder Chart, Reading for Meaning, PBL and Constructive Conversations.	LAUSD Teaching and Learning Framework Kagan Collaborative Structures
Specifically, in the AVID Elective and Content Area, teachers use "WICOR" coaching strategies. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) includes many various coaching strategies: "Write-to-Learn" is the foundation of AVID's writing strategies which include: Cornell Notes, Learning Logs, Quickwrites and Reflections, Process Writing, Peer Evaluation, and Authentic Writing.	Cornell Notes, Learning Logs, Quickwrites and Reflections, Process Writing, Peer Evaluation, and Authentic Writing in evidence
Inquiry, a key component of our ESLOs, is used in all elective and content classes with coaching strategies like Skilled Questioning Techniques, Higher-level Critical Thinking using Costa's Levels and/or Depth of Knowledge (DOK), Socratic Seminars, Tutorials, Investigations, and Questions that Guide Research.	Skilled Questioning Techniques Higher-level Critical Thinking Socratic Seminars Tutorials Investigations Questions that Guide Research.
Collaboration is inherent in some of the aforementioned strategies but additionally in Philosophical Chairs, Group Activities and Projects (including interdisciplinary Project-Based Learning or PBL), Peer Editing Groups, and Service Learning Projects/Community Service.	
Organizational strategies also facilitate learning in all students; AVID students use Binders, Calendars/Planners/Agendas, Graphic Organizers, Focused Note-taking, and SMART Goals.	Calendars/Planners/Agendas, Graphic Organizers Focused Note-taking SMART Goals
Last, "Critical Reading" incorporates many of the above strategies as well as "Marking The Text"/Annotation, a "Plan for Reading", Vocabulary Building, Summarizing, and Reciprocal Teaching. AVID Elective and Content Area teachers seek to "WICORize" all lessons and units with these types of coaching strategies to facilitate learning in all students.	

Science classrooms utilize labs to provide the students with the opportunity to engage directly in the experiment and to form groups and explain their understanding of processes and results of experiments.

Areas of Strength

Wide use of coaching strategies, including scaffolding and differentiated instruction, Kagan Collaborative Structures, Reading for Meaning, and WICOR.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
These skills are often not well reflected in rote classwork or test scores. The abilities of organizing and applying acquired knowledge, gathering, researching, discovering and creating knowledge independently, and then communicating this information are best demonstrated in assignments or projects of real depth.	Lab Reports SHEG Lessons
In the science department and Magnet, student labs and projects demonstrate that having students grapple with real-world problems in fields such as the environment, nanotechnology, biotechnology and others encourages and requires them to seek beyond the textbook for answers.	Student Projects in science and the STEM Magnet
In these projects, they are exposed to scientific papers, hypothetical situations and Gedanken experiments and hypothetical experimental design. Advanced but commonplace academic work, such as the use of Cornell notes and the writing of lab reports, is in evidence, but so too are projects requiring a variety of research and collaboration techniques.	Lab Reports
These efforts are visible to the entire school during science and project fairs at the end of the year. During these presentations, students showcase answers to pressing social, environmental and scientific problems, in a competitive effort to find and present the best answers.	
Many teachers and learning groups engage in such projects on a variety of scales, from the SHEG Lesson used in social studies that result in meaningful poster presentations on important social issues, to bridge construction projects in a career tech class.	
As we adapt to new learning management systems such as Schoology, more and more work is being turned in, discussed, revised and presented online. While this reflects our modern world, teachers, students and staff need to remember the importance of celebrating student accomplishments with old fashioned display cases, posters, open house projects and the like.	

One example of online presentation too often unnoticed is The Bell Chimes.com, the school news site. Because it takes an entire semester to prepare a new cadre of responsible journalists, the site is often forgotten, although by the end of the year it is frequently a showcase for news and insights fully researched and developed by a small team of student journalists.

www.TheBellChimes.com

Teachers always desire more planning time to create well-designed research and interdisciplinary assignments and projects.

Areas of Strength

Projects and research papers in academic classes reflect student abilities in critical thinking and organization

Presentations demonstrate students' ability to communicate what they have learned.

Area of Growth

Projects and assignments could be better designed with more planning time.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
It might almost be harder to find samples of student work that do *not* use technology than ones that do. All students are being trained on the use of Schoology, and many students and teachers are beginning to communicate in multiple ways over this Learning Management System.	
Most students use Google Docs to organize work, and it is commonplace for students to collaborate on presentations using Google Slides. In many classes, this is the default that students will choose over PowerPoint without any extra encouragement or instruction.	Student writing saved in their Google Drive account.
As mentioned elsewhere, teachers have noted that they are starting to allow students to use smartphones in the classroom to access research and do other school assignments. Although this runs the risk of being a distraction for some students, it does reinforce a culture of technological responsibility that students will need in college.	
Student work produced using technology is also in evidence all over the school. Students use Photoshop to create graphic art, posters and other assignments in Graphic Arts classes and Print Shop. Students use computer technology in Machine Shop, in the Library, and in Journalism and Leadership, not to mention STEM and computer programming classes. Film Production students shoot footage on iPads, edit on iMacs, and download royalty free sound and visual effects off the internet for their film projects, which can be seen on the school website.	Small groups of students will be meeting together in classrooms displaying critical thinking and creativity.
And it is important to not miss hidden technology. Technology can pop up as a surprisingly efficient tool in unexpected places. Mr. Creamer, the Woodshop teacher, regularly brings students into the Computer Lab in S4 to use an app developed by technology coordinator Mr. Anker that teaches them how to use measurements in a Woodshop setting. Not only is this good instruction, but it provides easily accessible intervention for students struggling with	Creative use of Apps in Computer Lab S4

many basic concepts. The student work produced in Mr. Creamer'
class may consist of projects made of wood put together with
hammer, nails and glue, but the critical thinking and computer
support behind these results is pervasive and significant.

Students in the Alternate Curriculum classes use iPads to access
district mandated curriculum. Through the use of iPads and
applications, students are able to increase eye hand coordination
and the reinforcement of motor skills.

While some may worry that technology can become a crutch, it is
hard to deny that it allows students the opportunity to exercise their
individual curiosity, connect to the outside world, investigate new
fields and develop creativity. Preventing it from being simply a
tool for plagiarism or accessing book synopses is the responsibility
of the entire school.

And this work is being done. Every 9th grader is given an
orientation by the school librarian, Ms. Salanoa, which includes
how to check out books the first semester and how to access   Noodletools and Database research
databases the second semester. This orientation also includes (but in the Library.
does not heavily emphasize) the issues surrounding plagiarism. Ms.
Salanoa, notes, however, that by using the app Noodletools to help
students learn to use proper citations in their papers, plagiarism is
naturally reduced.   Unfortunately, Bell High School had to
discontinue its license of the plagiarism-detection program Turn It
In last year due to financial restrictions.

Areas of Strength

Strong use of technology throughout school

Areas of Growth

How can we actually measure the impact of technology use on
learning and achievement?

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
As mentioned above, all 9th graders are trained in the use of databases in the second semester. Many departments go beyond this however in accessing materials beyond the textbook.	
For example, in the Social Studies department, SHEG lessons from the Stanford History Education Group are taught in which students learn and understand different perspectives. The lessons come with primary documents and other materials beyond the scope of the normal classroom textbook. These lessons use critical thinking, increase skills and creativity when assessing. Teachers use essential questions throughout a lesson of study to guide the students' learning process, and a variety of project-based assessments are utilized to tap into critical thinking skills and creativity.	SHEG lessons used and shared Differentiated instruction to meet the needs of all students. Collaborative learning groups in classes Socratic seminars
Students make political cartoons. They use classroom simulations to see how concepts work in a microcosm. Students read and write about current events currently in the news. Students write first person perspective journals regarding historical events. They use poster boards to present historical events. Students use drawings to depict concept and ideas.	Posted student work on bulletin boards. Evidence of writing across the curriculum.
Students are "dissecting" primary documents by contextualizing and applying what they learned to current issues. Students also make connections between different time periods. Students will also write compare/contrast essays and persuasive essays to demonstrate independent thinking.	Pair-shares and collaborative groups Questioning docs.
To fully use these techniques and resources, teachers across disciplines feel that they need more common planning time that is teacher-directed. They also desire more parental involvement to help with student motivation to learn. To facilitate projects, common scheduling of students so that teacher teams are working with the same group of students may finally be possible this year. This should eventually be accompanied by common planning time for teachers within their cross curricular teams.	Posters that display sourcing, contextualisation, and corroboration. Student work that demonstrates critical thinking and creativity.
Curriculum is connected to the real world in the PE classes, where instructors and coaches teach lifelong skills that students can develop from their teen to adult years. Subjects include knowing their heart rate, resting and active. Students also use creativity in	Students should be able to answer basic questions regarding muscle stretching, conditioning and

physical education classes in the form of dance choreography, designing workout fitness plans, and core exercise series.

pacing.

An interesting example of connecting to the real world as well as the accessing of prior knowledge can be found in the Spectrum method used in PE classes. Coaches and teachers start with the simple and move to the complex to teach skills, and students self assess to determine fitness levels and make new challenges as fitness levels improve. An awareness of what is already mastered determines the next level of challenge.

Spectrum Method in PE

The ability to link to the real world takes place outside the academic classroom in other areas. Counselors also see that Bell High School continues to provide students with opportunities to apply what they have learned in order to create new ideas. Counselors note that students can advocate for themselves, tackle the FAFSA application, figure out which program changes would benefit them, apply for scholarships and collect letters of recommendation and successfully complete college classes outside of high school.

After school college classes.

Active College Center.

Students are answering questions, assisting peers, transitioning from one activity to another.

Off-site summer opportunities such as internships, Summer Abroad and enrichment programs should be expanded

Perhaps nowhere is there a more obvious example of students building on prior knowledge to achieve mastery than in the World Languages department. Since the vast majority of Bell students already speak two languages (either English/Spanish or English/Arabic), it only makes sense to build on these skills and produce truly multilingual students with capabilities at an academic level in multiple languages.

Teachers in the World Languages department have students role-play job interviews to connect their multi-lingual abilities to real world advantages. Teachers use of scaffolding to create new ideas, as well as project-based learning to help students see the relevance of their language acquisition to content acquired in other classes. Teachers in this department also feel the need for more computer hardware to make research more practical.

Role-playing in World Languages classes

Bell High has current community partnerships, such as MTCA's work with Corona/Nueva Vista elementary school, the College/Career Center's ties to universities through the College Match program, and Educare's afterschool program and AP Readiness trips to UCLA.

University presentations
MTCA/Corona/Nueva Vista Partnership

Teachers in the Magnet believe it is important to expand these and, if possible, fostering educational global travel opportunities.

Local partnerships, such as restoring the Friends of Bell community booster club, or expanding the Explorers program for students interested in law enforcement and civic work need to be investigated. Teachers are also in agreement that the school needs more college and career fairs where guest speakers such as engineers and others present personal experiences with education and jobs.

Teachers also feel that, in addition to the rigorous college prep academic work students are presented with, the Perkins Career Tech programs and the Arts classes are essential to making real world links and producing well-rounded people.

Bell provides a significant selection of these classes, including, drawing, music, film production, auto mechanics, machine shop, theater, tech theater, graphic arts, print shop and wood shop. Some teachers would like to see these expanded, including the reinstatement of drafting/mechanical drawing/3D printing and an expansion of the music and Junior ROTC Military Program. Teachers also want to see further association between Bell High Students and local professionals willing to offer advice and guidance.

Hands-on Projects in a variety of Career-Tech and Art classes

Building any of these classes into true Apprentice/Journeyman programs will require support and funding, but the lessons and opportunities they could provide all students is deemed worthy by many on the Bell High staff.

Students in the Alternate Curriculum classes use CBI strategies to give meaning to real-life situations, such as practicing and learning about money management and going into the community to practice skills.

Areas of Strength

Many resources beyond the textbook are used, including databases, current events, original source documents

Students can make many connection to real life, in academic classes, but also in PE, Foreign Languages and the College Center.

Areas of Growth

Teachers desire more teacher-directed common planning time. Can the Master Schedule accommodate this?

More local partnerships should be established.

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	**Supporting Evidence**
Advisory meets twice a week for half an hour each day. The curriculum for advisory is taken from Connect Ed Linked Learning and provides information to students about career and college awareness.	Advisory Curriculum Maps
MTCA works with a career specialist coach through Linked Learning. The academy offers a variety of experiences that provide career awareness, preparation and readiness, such as guest speakers, mock interviews, and college trips and internships.	
AVID has college and career events, and the STEM Magnet is currently planning college and career fairs, where guest speakers such as engineers and others will present their personal experiences in their education and jobs.	AVID and MTCA Calendars
ALPHA provides theater, tech theater and graphic arts classes and is partnering with LACC to create a career pathway.	
As mentioned in C2.6 Bell High offers a variety of career tech classes, including drawing, music, film production, auto mechanics, machine shop, theater, tech theater, graphic arts, print shop and wood shop.	

There is interest among teachers in creating, or in some cases bringing back, Apprentice/Journeyman Programs for:

1.   Drafting – Mechanical Drawing
2.   Machine Shop/Computer Numerical Control Lathes
3.   Wood Shop – Construction
4.   Desktop Publishing
5.   Junior ROTC Military Program
6.   Band

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C 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)

Much good instruction is taking place at Bell, and it is now aided by the fact that the Academies, the Magnet and Special Programs can function on a single track. We hope this improves engagement and attendance. There is strong adoption of CCSS and NGSS, and our Arts and career tech courses, as well as foreign language and PE classes make important links to the real world. Technology makes learning expectations clear for students and parents, and can help teachers give struggling students the extra help they need, and should help us reach proficiency for all. We are producing critical thinkers through interdisciplinary and research projects, and there are ample resources used beyond the textbook. We did lose counselors, so making personalization is an even more important focus to keep students from falling between the cracks. To make the most of what we are doing, teachers want more common planning time, and we will need to see if the Master Schedule can accommodate this.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Academies, Magnet and Special Programs are up and running on a single track
- Full Inclusion getting good feedback
- Project Based Learning in most Learning Teams
- Adoption of CCSS and NGSS
- Strong Career Tech and Art connections
- Syllabi reflect expectations for every class
- LMS (Schoology) makes class and assignment expectations clear to students and parents
- Understanding by Design training is paying off
- Teachers use technology to differentiate:
- Smartphones, YouTube, Khan Academy to aid struggling students
- Reed training is use
- Technology delivering curriculum beyond the classroom

- Projects and research papers in academic classes reflect student abilities in critical thinking and organization
- Strong use of technology throughout school
- Many resources beyond the textbook are used, including databases, current events, original source documents
- Student can make many connection to real life, in academic classes, but also in PE, Foreign Languages and the College Center.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Projects and assignments could be better designed with more planning time
- Regular PD in Technology
- Teachers desire more teacher-directed common planning time. Can the Master Schedule accommodate this?
- Counselors have been cut. More support needed
- Need planning time to arrange more community connections
- Need more Arts funding
- One-to-one device to student ratio would be great
- How can we actually measure the impact of technology use on learning and achievement?
- More local partnerships should be established.