

## Category B: Standards-based Student Learning: Curriculum

### ***B1. Rigorous and Relevant Standards-Based Curriculum Criterion***

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### **Indicators with Prompts**

##### **Current Educational Research and Thinking**

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Bell High teachers now utilize the tools learned in the Reed seminars and other PD covered in Professional Learning Community meetings. These are research-based techniques for improving engagement and student performance. For example, English teachers noted an increased use of Depth of Knowledge (DoK) questions in their classes, reflecting high level critical thinking as measured by Costa's and Bloom's taxonomies.</p> <p>There are also more Habits of Mind approaches, reflecting the effectiveness of the Reed training. English teachers now make more use of the on-line Read Theory diagnostic tool for determining reading levels. There has also been a greater use of graphic organizers and a greater emphasis on differentiation.</p> <p>Close reading strategies, such as Reading for Meaning, are being implemented in all content areas. Kagan strategies are used to support certain Common Core standards that deal with student collaboration and academic dialogue.</p> <p>The Linked Learning academies used \$30,000 in professional development funding to receive a four-day PD on Project Based Learning from the Buck Institute.</p> <p>In addition, a small cadre of teachers has undergone training in order to create an International Baccalaureate School at Bell High. To date, we have trained teachers to use International Baccalaureate methodologies in science, math, foreign languages, English, social studies and art. Bell plans to continue adding teachers and training to this effort, including training in the I.B. Theory of Knowledge, Extended Essay and CAS (Creativity, Activity, Service) classes.</p>	<ul style="list-style-type: none"> <li>● Displayed student work</li> <li>● Language Objectives</li> <li>● Collaborative Learning</li> <li>● Agendas</li> <li>● Text-based collaborative discussions practices</li> <li>● Writing Across the Curriculum</li> <li>● CCSS lessons</li> <li>● Cooperative groups/ student-centered lessons</li> <li>● Classroom assessments aligned to SBAC</li> <li>● Common Core based instructional practices embedded with Kagan and other teaching strategies.</li> <li>● Differentiation of Instruction Strategies</li> <li>● Different learning levels among students</li> <li>● Assessments of all types</li> <li>● Projects</li> <li>● Oral presentations</li> </ul>

***Areas of Strength***

Researched based Reed and Kagan techniques are being used.

***Area of Growth***

Even more research-based PD targeted to the Project-Based and Interdisciplinary efforts of our Learning Teams might prove useful.

**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>All schools in LAUSD are required to follow district instructional directives presented as the Five Critical Focus Areas, including A-G passing of "C" or better and Next Generation Science Standards (NGSS). All Bell High teachers align their coursework with standards in their domains, from math to English, from career technical education to special education</p>	<p>Standards and objectives visible in the classrooms</p>
<p>For example, all science teachers make sure their curriculum is aligned with the Next Generation Science Standards (NGSS), and some science teachers believe PD time devoted to an even more careful analysis of the NGSS would be helpful. Their aim is to prepare students to succeed in the year-end statewide science assessment, although some teachers believe that students need more data analysis skills.</p>	<p>Teachers will use NGSS standards.</p>
<p>Science is a lab-based class so students learn to work in groups and take on specific roles. Students learn to use equipment in a science lab and write science lab reports, thus learning to do research using modern technology.</p>	<p>Students will be performing lab experiments and writing lab reports</p>
<p>In other domains, lessons are planned around Common Core Standards, as well as SHEG Lessons in History, and, now that the school is on a single track, there is more opportunity and incentive for interdisciplinary collaboration.</p>	<p>SHEG lessons</p>

Through the AP Course Audit, AP teachers annually submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized.

At Bell High, the AP Course Audit is a two-step process. First, the AP teacher submits their intended syllabus to the College Board via the AP Audit website. After submission, the Assistant Principal in charge of AP courses verifies that the teacher will be teaching the course and authorizes the College Board to review the submitted syllabus. AP syllabi

Some Magnet teachers noted that it would be better if the Williams list reflected texts that are recommended in the Common Core Standards as well as Common Core Standards that are aligned with AP courses (Magnet).

Teachers are working toward greater incorporation of listening skills (a low score on recent SBAC testing) through digital texts to focus on listening, and the incorporation of multiple texts within projects.

As part of our Writing Across the Curriculum efforts, students analyze and synthesize multiple texts to form and support an argument. There is a focus on academic vocabulary in all classes. Posted student work

***Areas of Strength***

Use of Common Core Standards, and NGSS is prevalent

AP Classes are properly audited

Writing Across the Curriculum and a focus of vocabulary

***Areas of Growth***

Even more PD time for Common Core planning and Interdisciplinary projects

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Rising test scores reflect success in our move towards standard-based instruction that works. Although there are still struggles and room for improvement with Common Core, new technology and interdisciplinary lessons, teachers at Bell have been doing Understanding by Design long enough to fine-tune lessons to meet these new expectations.</p>	<p>Students use graphing calculators and computers to do work.</p> <p>Project-based learning.</p> <p>Writing across all disciplines, students analyzing and synthesizing multiple texts to form and support an argument.</p>
<p>Bell High continues to develop and implement Common Core in all core academic disciplines, and the emphasis on critical thinking skills and practical application of knowledge embedded in Common Core can be seen through the school.</p>	<p>Content standards and objectives will be visible in all classrooms.</p>
<p>For example, math teachers require students to model problem solving by explaining their work in both written and verbal forums. This supports college readiness in language skills across disciplines. The Math Department continues to deliver Common Core math mastery to students by developing Common Formative Assessments for each subject, and planning together as a Professional Learning Community, discussing problems and modifications in their lesson delivery. Beyond this, they also provide interventions for struggling students and credit recovery options for students who have failed a class. They expose students to different opportunities that use research and technology such as graphing calculators and computers. These practices support the expectations in our learner outcomes for critical thinking and college readiness.</p>	<p>Student work that shows the close reading strategies and higher level thinking questions that support the Common Core.</p>
<p>Another example is the science department, where lab-based classes help students learn to work in groups and take on specific roles. Students master the use of equipment in a science lab and write science lab reports. Students learn how to complete research (papers and experiments) using modern technology. There is room for growth when it comes to the students' data analysis skills, and some teachers in the department still find themselves squeezed for time as they integrate new standards, labs and deeper reading and writing assignments, but the clear goal of meeting college- and career readiness standards is evident in all classrooms. This also develops the ability to cooperate, show intellectual curiosity and work ethic, and make real world connections, as reflected in our ESLOs.</p>	<p>Lab reports</p> <p>Technology present</p>

English Language Arts teachers now push to better prepare students for college by emphasizing close reading skills and an understanding of vocabulary within context. We are giving students resources to help them write better-structured essays. They are increasing the inclusion of complex texts, such as historical documents, and using textual evidence in different modes of writing, as well as the analysis of rhetoric and rhetorical techniques in reading and writing. The rigor embedded in these skills transfers over to college and career readiness, and the application of knowledge by a self-directed learner. Student essays

A few teachers have noted that more CCSS textbooks and resources may be needed to fully integrate the new curriculum. [Update: English and math have received their texts, science and social studies still await theirs.]

There is also a need to expand the use of guest speakers and internships to show “Real-world” applications, although some academies are expanding these efforts.

### ***Areas of Strength***

Use of Common Core Standards and NGSS is prevalent

Classwork is reflecting ESLOs

### ***Areas of Growth***

More CCSS textbooks and resources are needed.  
More guest speakers and internships are needed.

Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>There is a natural integration between some disciplines that results from the common goal of achieving the Expected Schoolwide Learner Outcomes. Sometimes these involve outsourced curriculums. For example, the Social Studies department reinforces the efforts across disciplines to promote reading and English Language Arts skills by using Reading Like a Historian/SHEG Lessons from the Stanford History Education Group. These lessons emphasize an increasing depth of analysis of primary sources as well as a focus on writing, including both expository and argumentative formats.</p>	<p>Portfolios of student work SHEG Posters Student work</p>
<p>This is a shift from the previous emphasis on CST preparation and was made with an eye towards the new SBAC test. There is more technical writing as well, as students make even more interdisciplinary connections, such as links to math concepts using graphs, percentages and charts, and covering subjects such as budgets, debt and deficits. Engagement comes through making connections with current events. All of this exposes students to different economic sectors and helps them understand a variety of careers and industries.</p>	<p>Posted Language Objectives and Content Objectives Student writing samples</p>
<p>Language Objectives as well as Content Objectives are clearly communicated, and Essential Vocabulary is covered as needed.</p>	
<p>In World Languages and Cultures classes, teaching is aligned to SBAC, and Writing Across the Curriculum includes interpersonal and presentational writing in target languages. Now that we are on a single track, there is more opportunity to use these classes in interdisciplinary connection with other subjects within academies.</p>	
<p>Art and career technical classes support the four cores by exposing students to technical and observational writing. They allow for a creative or constructive component in extended Project Based Learning assignments, such building a model bridge or catapult to prove a physics concept. They also open up ways to show how concepts – scientific, historical, and linguistic – are reflected in art and history through music, drama and mechanical invention.</p>	<p>Student projects and writing in Career Tech and Art classes</p>

For some students, their career-tech/art classes may be the primary place in their lives where they can use shop tools, musical instruments, computers with design software, video equipment and other machines that allow them to participate in work-based projects, often in collaboration with other students. These experiences teach students workplace skills using the tools of the trade. It also makes it possible to forge connections with technical schools, community colleges and bridge programs, such as the Inner City Filmmakers.

Hands on technology in Career Tech and Arts classes

Arts/Career Tech teachers support these efforts by using standard-driven lesson plans infused with common core strategies. In some cases, the students build the skills they will use to be lifelong artists.

Students are learning an international language – Music. You don't need to speak the same language in order to communicate and collaborate.

The Arts/Career tech teachers would like to expand their support of other disciplines by offering more advanced and AP courses, and showcasing student work done in interdisciplinary projects in even more venues, festivals and community settings. This, of course, would take more financial support for the arts and career tech programs.

P.E. teachers support the academic schoolwide learner outcomes through the use of current events, academic learning packets and athletic feedback writing assignments.

Fitnessgrams

All subject areas are promoting 21st Century Skills and Critical Thinking, and, when it comes to English Language Learners, this begins through their native language.

Lifelong Sports and Nutrition lessons

***Areas of Strength***

Support for Critical thinking across domains

Writing Across the Curriculum

SHEG Lessons

Interdisciplinary Connections including with Art/Career Tech.

***Areas of Growth***

Need to offer more AP classes in art

Financial support of arts classes

**Articulation and Follow-up Studies**

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

**and**

**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
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There is some articulation with feeder schools, during the district professional development meetings for principals and assistant principals.

The AVID Program at Bell actively visits, and recruits, from the area feeder schools and has developed a relationship with the area middle schools. In addition, ALPHA, with the support of Linked Learning, is beginning a relationship with Los Angeles City College to create a college pathway, and MTCA has been working with East Los Angeles College and Cal State LA in the same manner.

Other articulation with feeder schools is done through Special Education. One feeder middle school - Nimitz Middle School - has come to observe our Full Inclusion program. In addition, our Psychiatric Social Worker works with middle schools to prepare a roster of students with potential issues that may require her services. More articulation work needs to be done.

Each year, about 35 college representatives visit the College Center and disseminate information about their schools. Regular visitors include UCLA, Middlebury, Brown and others.

Active College Center

Local schools are involved in more intensive outreach. A Cal State Los Angeles Admissions Representative visits the College Center each year and explains navigating the entire Cal State system, including the application process to Cal State Los Angeles and other schools in the CSU system.

A Student Ambassador from East Los Angeles College (ELAC) also visits Bell to help students with applying to ELAC, including information on portal requirements, EPT and ELM. The College Center also partners with ELAC to offer concurrent enrollment opportunities for students. ELAC classes offered to Bell High students after-school on our campus provide them the opportunity to acquire college credit without having to worry about transportation. In addition, MTCA will be partnering with ELAC and will be offering a dual enrollment elective class in child development in the spring. Through this class, 10<sup>th</sup> grade students can receive 5 college credits and 5 elective credits simultaneously.

The College Match program allows students to visit a variety of well-known schools including Middlebury, Franklin & Marshall, Bowdoin and more. 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.

#### College Match Applications

Bell High works with Educational Talent Search CSULB, UCLA Early Academic Outreach Program, TELACU, Southern California College Advising Corp based at USC, CAL SOAP and College Match. These educational support programs each have a caseload and assist our students with all aspects of college admissions.

Bell High students are met with annually to complete their IGP meetings where their academic counselors review A-G course progress, graduation requirements, and university entrance requirements.

- Workshops are held for all seniors where representatives from local community colleges, California State University System, University of California System and private colleges inform students about the different systems of higher education and the application process.
- College center is always open for students to work on anything related to college admissions. University admission representations hold presentations during the fall semester so that the student body can learn about specific community, California State, University of California, and private colleges.
- Seniors attend a financial aid overview workshop where the application process is explained.

- Seniors go to a computer lab with their Government/Economics classes to complete their FAFSA/Dream Act Applications. The college center staff provides students with individual assistance.
- This year all students have access to Naviance, which provides college and career readiness tools to support students. Students can take interest inventories, research careers and the majors associated with them.
- Work permits are issued through the college center along with work experience class where BHS students can earn credit while working in the community.
- Parent center holds college admissions workshops conducted by UCLA EAOP each semester to inform parents.

Workshop Bulletins

An Open and Welcoming College center

FAFSA Applications

Naviance

Every academic year Bell High increases the number of students that apply to and are accepted into four-year universities. The number of students that complete their FAFSA/Dream Act Applications increases annually as well.

Bell High currently does not track students after they leave the school, however, AVID maintains a Directory of Alumni which keeps them in touch with their school through emails and surveys. Several years ago, Bell experimented with a clearinghouse service, but the necessity of students supplying a social security number limited its effectiveness. We may revisit this option. UPDATE: LAUSD has just introduced a new program to help schools obtain limited but useful data about the success of their graduates in post-secondary California schools.

### ***Areas of Strength***

College Match

Outreach from local colleges

### ***Areas of Growth***

Need articulation with feeder schools

Need to track graduates

**B2. Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Indicators with Prompts**

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Since 2006, Bell High has struggled to develop and sustain small schools (SLCs, Academies, special programs, magnets) through track changes and population fluctuations in order to offer students a broad selection of themed and unthemed educational structures with a variety of career and college paths. This year, with the move to single-track, Bell High is finally able to make good on that effort.</p>	<p>Academy and Special Program plans</p>
<p>Through ALPHA, MTCA, AVID, the Gifted STEM Magnet and the Comprehensive High School, Bell provides a wide range of college and career training opportunities with challenging academic, technical and practical curriculums. Many areas of interest and learning styles can be accommodated, and there is more flexibility than ever in course offerings and access to AP classes and electives.</p>	
<p>For example, Bell High's MTCA academy continues their partnership with Corona/Nueva Vista elementary schools, allowing high school students to tutor younger children in their community. This provides real-world, hands-on career experiences for the aspiring teachers and is often a very good team-building experience.</p>	<p>MTCA walking</p>
<p>We currently have five CTE credentialed teachers, offering: Digital Imaging, Print Shop, Woodshop, Machine Shop and Landscaping, and we hope to develop internships and partnerships to bridge our CTE classes into the community, as well as with local community colleges.</p>	<p>Projects in career tech and art classes</p>
<p>We offer three different languages: Arabic, French and Spanish with different levels of language acquisition. For example, Arabic 1, 2, 3, French 1, 2, 3, Spanish 1, 2, 3, Spanish speaker 1 &amp; 2, AP</p>	

Spanish Language & Culture, AP Spanish Literature & Culture. Students are becoming bilingual/trilingual, well rounded, culturally adept individuals.

A very generous selection of AP classes helps prepare students for college level work and advance their post-secondary careers while still in high school.

Our AVID team is another example of college and career preparation within a special program. AVID students collaborate in group activities, presenting in front of the class, develop speaking skills in a formal setting, attend career/college assemblies and workshops, visit the computer labs to work on resumes, are expected to take college exams (PSAT, SAT, ACT), are tested on their career interests, and enroll themselves in a Directory of Alumni which keeps them in touch with their school through emails and surveys. AVID is not an intervention program for at-risk students, nor is it a place just for top scholars. It is 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.

### ***Areas of Strength***

Themed Academies and Special Programs

Large selection of AP, elective and career tech classes

### ***Areas of Growth***

More outreach to the community through our academies, magnet and special programs to highlight career paths.

Accessibility of All Students to Curriculum

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
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As mentioned above, our Linked Learning Academies, such as MTCA and ALPHA, are now available to any student without the restriction of needing to be on a particular track. There are no restrictions on any student choosing any academy or special program with the exception of the Gifted STEM Magnet, which required application through the GATE program.

Themed academies work to provide real-world connections, such as ALPHA establishing on-going communication with Cal State LA regarding programs and enrollment requirements.

ALPHA Linked Learning Plan

All academies, special programs and the magnet believe strongly in rigor and a balance between practical skills, preparation for college and career readiness. All teachers are adapting to the Common Core mindset. We are aware that in a “skills-based” program, there is a time lag between the skills students have when they enter to the time when they are ready for CCSS.

Common Core Lesson Plans

But teachers are embracing the change. Some would like to see an increase in practical, career-oriented classes, such the Drafting class we once had which was closed when A-G requirements changed.

Most teachers would like to see more technology integrated into the practical skills learned by the students, and the school faces on-going challenges with the cost and maintenance of relevant hardware and software. More technical skills, such as Linux programming, outside the Gifted STEM Magnet are being pursued.

Community Based Instruction (CBI) Activities

Special Education students are provided with transition planning and services. Including but not limited to employment skills, daily living, community based instruction (CBI) and independent living skills, Access to career and transition center (CTC), workability programs and department transition services (DOTS).

DOTS counselors on campus

District Mandated Supplemental (Attainments)

***Areas of Strength***

Linked Learning Academies  
Strong support for SPED students

***Areas of Growth***

More technology needed

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>As mentioned above, Bell High students are met with annually to complete their IGP meetings where their academic counselors review A-G course progress, graduation requirements, and university entrance requirements.</p>	
<p>Our Parent Center, Parent Classes, Back-to-School Nights, Parent Conference Nights, Open Houses, Coffee with the Principal, and Orientations are all designed to involve parents and inform them of ways they can interface with the school and their child’s education.</p>	<p>An active parent center Social Media Parent Forum</p>
<p>We are extending the reach with social media, academy-level get-togethers and our new LMS (Learning Management System) Schoology.</p>	<p>Continuous parent involvement</p>
<p>The adoption of Schoology has been a bit of a half-step back to take two steps forward. Many teachers had become accustomed to using Jupiter Grades to post grades, discussions, assignments, and materials, and to communicate with parents. The district’s decision to adopt Schoology district-wide means that Bell Teachers need to go through a learning curve to become comfortable with the new system. Lessons and support from Technology Coordinator, Mr. Anker, have been very useful in this area. Teachers also hope the new technology will increase the district’s ability to provide more accurate home contact information for the students. We also hope to offer training to parents as well.</p>	<p>Out-of-classroom personnel advocating for teacher/parent involvement Easily accessible Parent/Teacher communication</p>
<p>Teachers are also interested in using our new academies and single-track format to pursue more parent communication on an Academy or classroom basis, including ideas such as community shared events, including fairs, service learning, Book Groups and Fundraisers. We would also like to start providing more childcare at our parent events, improve their promotion, and solicit help from community organizations and churches.</p>	<p>Pictures of gatherings with descriptions Increased use of Schoology as teachers become familiar with it Increase in the number of events (socials) run by parents</p>
<p>The Magnet is considering creating a parent engagement survey to assess what parents need, what their skills are and what/how they</p>	<p>Increase in the school’s efforts to</p>

can contribute to our school. They would like to develop a three-part engagement program: physical, financial and instructional, with guest speakers. engage parents (assemblies)

AVID engages deeply with parents, as detailed in Category E1.1, including a parent contract with expectations that the parents attend AVID events, counselor meetings and workshops.

***Areas of Strength***

Multiple options for parental involvement

Increased parent outreach through Academies and special program

New growth in social media and new Learning Management System (Schoology)

***Areas of Growth***

Even more parent outreach needed

Even more Schoology training/adoption

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

See B1.5

**ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B 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 seems to be doing an admirable job of adapting to Common Core and using Next Generation Science Standards as well as outsourced curriculum such as SHEG Lessons from the Stanford History Education Group and programs such as Writing Across the Curriculum to advance academics with integration between disciplines. Teachers express that even more professional development in Common Core planning and Interdisciplinary projects, as well as more CCSS textbooks and resources are needed.

We offer a wide selection of Academies and special programs, as well as electives, career tech and art classes. We should offer AP classes in art, and more financial support for art classes is needed, although this would probably have to come from the district level.

Our College center is active and students are given many resources for college exploration.

We need to articulate better with feeder schools to ensure a smooth transition into 9th grade. We need to put in place methods for keeping track of students and measuring their success after they leave Bell High

**Prioritize the areas of strength and growth for Category B.**

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

*Areas of Strength*

- Researched based Reed and Kagan techniques are being used.
- Research-based PD targeted to the Project-Based and Interdisciplinary efforts of our Learning Teams might prove useful.
- Use of Common Core Standards, and NGSS is prevalent
- Classwork is reflecting ESLOs
- AP Classes are properly audited
- Writing Across the Curriculum and a focus on vocabulary in a wide selection of courses
- Support for Critical thinking across domains
- SHEG Lessons

- Interdisciplinary Connections including with Art/Career Tech.
- College Match
- Large number and wide variety of college representative speakers
- Themed Linked Learning Academies and Special Programs
- Large selection of electives and Career Tech Classes
- Strong support for SPED students
- Multiple options for parental involvement
- Increased parent outreach through Academies and special programs
- New growth in social media and new Learning Management System (Schoology)

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- Even more PD time for Common Core planning and Interdisciplinary projects
- More technology needed
- Even more parent outreach needed
- Need to articulate with feeder schools
- More CCSS textbooks and resources are needed.
- More guest speakers and internships are needed.
- Need to track graduates
- Need to offer more AP classes in art
- Financial support of arts classes
- More outreach to the community through our Academies, Magnet and Special Programs to highlight career paths
- Even more Schoology training/adoption