

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Significant developments

To really understand Bell High, one must get to know the students, teachers and community. But it is also very important to understand Bell High's multi-track, year-round heritage, as well as its battle to adopt a small school model in order to combat the challenges facing large urban schools.

Schedule Changes

In 1981, the Dow Jones closed at 871, gas cost \$1.32 a gallon, Iran released 52 American hostages, researchers found the wreck of the Titanic, Raiders of the Lost Ark hit the big screen and Bell High School became a Concept 6 Year Round School. To accommodate overcrowding, Bell High adopted a school calendar of 163 days for each of three tracks (A, B & C). To compensate for the loss of instructional days (seventeen), Bell High added thirty-nine minutes to the school day. For more than 30 years, Bell High students took six classes with sixty-minute class periods and a twenty-four minute homeroom period. Tracks met for 18 week mesters, with a track change (one track coming back to school while another went on break) every nine weeks.

The Williams court decision mandated that all schools be on a “traditional” calendar by the year 2012, and it was anticipated by many that this would be the date that Bell High finally became a single track school.

However, it was determined that the term “traditional” should be defined as a school year 180 days long, but not necessarily on a single track. The district expected a certain number of students to voluntarily choose to go to a new Legacy High School in South Gate. When more students than expected chose to attend Bell High, the physical plant at Bell was unable to accommodate the student population expected in 2012 on a single track.

In April of 2012 the district informed Bell that the school would be transforming from a three-track school to a four-track school. The four-track system was the only logistically viable alternative that would satisfy the Williams court decision and allow the education of over 3,300 students on the Bell High campus.

Teachers were initially asked to change tracks on a voluntary basis. A number of

teachers in MTCA (Multilingual Teacher Career Academy) chose to coalesce on B-track. Other teacher track changes were made based on seniority.

The new calendar also necessitated a new, slightly shorter, daily schedule. Fortunately, the elimination of the homeroom/advisory class on all days except Tuesday allowed average class periods on all other days to remain very near to their previous 60 minute length. The elimination of the daily homeroom/advisory class was generally viewed as a positive step and, in fact, addressed an Area of Growth noted in the previous WASC visit. Some teachers believe this elimination may have been a blow for student personalization, although there is no hard data to support this.

The schedule changed again in 2014 when the district introduced the Breakfast in the Classroom program (BIC). This necessitated having an Advisory/BIC period every day during part of what once was the Nutrition period. The Advisory/BIC period is 17 minutes long. Most teachers find this to be just enough time to distribute the food and organize the clean-up. Little time is left for any meaningful advising.

With the opening of South Region #8 (Center for Enriched Studies) in Maywood, Bell High was finally slated to go on a traditional calendar, single-track schedule for the 2017 - 2018 school year. It started its first year on a traditional calendar, single-track in over 35 years in September, 2017 with approximately 2,637 students in grades 9-12 from the cities of Bell, Maywood, Cudahy and portions of Huntington Park. Although enrollment is down from the nearly 5,000 of 11 years ago, the school now feels more crowded because all students and teachers utilize the campus at once.


Challenges Of A Year Round School

The year-round school model created a multitude of challenges related to scheduling, room rotation, sharing of equipment and facilities and communication among stakeholders. For example, with the four track model, at any given time, only three-quarters of students and certificated faculty were on campus, or “on track.” This necessitated 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 and the implementation of state and federally mandated testing. Participation in clubs and sports also experienced disruptions. With the switch to four tracks, another group of students, teachers and counselors was going on break (off-track) or coming back on-track every six weeks, and new room assignments and master schedules needed to be generated. All administrators and coordinators worked year round with staggered vacation schedules.


Since Bell High was eventually the only school on a year-round calendar, it’s calendar did not match the rest of LAUSD, occasionally causing problems with the MiSiS student attendance system.

2016-17 Board Approved Calendars


Key Dates for 2016-17 Calendar

 [One-page Calendar for 2016-17.pdf](#) **107.34 KB** (Last Modified on June 30, 2016)


News Release on Board-Approved Calendars

 [NR-Board School Calendar.pdf](#) **39.35 KB** (Last Modified on January 14, 2016)

2016-17 Bell High School Calendar

 [4 Track Cal 2016-2017 Board Approved 1-12-2016.pdf](#) **30.10 KB** (Last Modified on January 14, 2016)

2016-17 Single-Track Calendar

 [Single Track Cal 2016-2017 Board Approved 1-12-2016.pdf](#) **29.98 KB** (Last Modified on January 14, 2016)

Clearly, the biggest change at Bell High School since the last WASC report is our move to a single track calendar. This resulted in a more crowded school (since all students are here simultaneously) but also freed the faculty, staff and students to work with and communicate with each other in ways never before possible. It will take us time to adapt to this new advantage. Thirty-five years is a long time for a faculty to get set in their ways. Fortunately, the teachers and staff at Bell High have a great deal of experience with collaboration because of our long, if sometimes rocky, history with Small Learning Communities and Academies.

History of Small Learning Communities, Academies and Magnets

Prior to 2007, Bell High had experimented with limited Small Learning Communities, including Humanitas, the International Relations and Business Academy (IRBA) and the Multilingual Teacher Career Academy (MTCA). Each was offered only on a single track, and to a limited number of students.

In 2007, BHS went wall-to-wall Small Learning Communities (SLCs) for all grade levels on all three tracks. All ninth grade students belonged to the Ninth Grade House (NGH). In the spring of their freshman year, ninth graders could choose one of three SLCs: Humanitas, the Multilingual Teacher Career Academy (MTCA), and the Science, Technology and Engineering Academy (SCITECH). Within each SLC, a group of teachers shared the same students throughout the day. Students remained in the SLC for

their remaining three years of high school. The goal of the SLC was to improve student achievement through equity and access, provide rigorous standards-based curriculum, instruction and assessment, and increase personalization. Planning and implementing common lessons and activities remained difficult due to the multi-track calendar, and the various SLCs experienced different levels of success with interdisciplinary units.

In 2012, with the unexpected shift to four tracks, the school's efforts to maintain themed Small Learning Communities were almost completely destroyed. Only MTCA remained on one track, while Humanitas and SciTech were dissolved. Each track became its own SLC (with the exception of the Ninth Grade House). There was little interdisciplinary planning or student personalization in most of these reconstituted SLCs and they were not themed. Considering the years of work many teachers put into the planning and creation of these academies, their abrupt dissolution clearly discouraged and disheartened many faculty members.

Since 2012, BHS has been rebuilding their small school's effort. MTCA continued unabated on B track. AVID (Achievement Via Individual Determination) was reconstituted in 2009 and was expanded on A track. A new Gifted STEM Magnet began in the Fall of 2014 on the A-track schedule. Another new academy - ALPHA (Arts, Language, Performance, Humanities Academy) was formed in 2017 on D-track and will receive a Linked Learning Grant in 2018. A Comprehensive High School designed to allow students maximum flexibility in personalizing their schedule according to their interests was also formed. Finally, the genesis of an International Baccalaureate School was put in place in March of 2017, to begin in the 2018 - 2019 school year.

This year is the first year that Bell High teachers will truly be able to collaborate as a whole, using their training and experience in small learning communities and interdisciplinary curriculums unencumbered by a multi-track calendar and shifting schedules.

Other Significant Developments

Intervention

With the switch from four tracks to a single track, Bell has had to readjust its intervention efforts. One of the advantages of the year-round calendar was the opportunity for students to make up failed classes during their off-track time. These "intersessions" took place twice a year for each track, making a total of eight intersessions, each of which provided credit recovery options for up to 200 students.

Now that Bell High is on a traditional, single-track calendar, the only "off-track" credit recovery opportunity is summer school. Last year, the summer school program at Bell enrolled 430 students (i.e. slightly more than half of what could have been served in previous years' intersessions).

However, Bell now offers more credit recovery during the school year, with classes meeting after school on Wednesday and Thursdays, as well as an on-going Saturday school. These credit recovery opportunities allow students to make up as many as four classes in a single school year. These classes are offered in both on-line and teacher-directed formats, and are primarily researched-based and project-based in nature.

Bell High started on-line credit recovery efforts in the 2012 – 2013 school year, using a program called Apex, but results were disappointing, with initially only 26% of students actually recovering credits. Beginning last year, Bell switched to an online program called Edgenuity, which has more video content and is providing better results than Apex.

A few students also make up credits at the Slawson Southeast Occupational Center, mostly in career-oriented fields such as Cosmetology.

Bell no longer targets LTEL and RFEP students for CAHSEE prep, since the test is no longer administered. However, we do still serve this population with intervention opportunities through special ELD classes for any student who has not yet reclassified. These Language in Action classes are offered once a year in either the fall or spring (it will be offered in the fall this year) through the Beyond the Bell program. The classes can range from 9 to 15 weeks and can accommodate up to 30 students.

Advisories are now themed according to academy, but are still used as an opportunity to promote intervention, tutoring and credit recovery options to all students in all grades and all academies.

Full Inclusion

In an effort to close the achievement gap, Bell High began the move to inclusion beginning in the second semester of the 2013-14 school year. Students previously in special day class were transitioned to the general education program through the presence of a Special Education teacher working in a volunteer partnership with a general education teacher.

In the 2014-15 school year, full integration was implemented. Special Education Teachers provided services to their students in their core General Education classes. This program was implemented on two of the four tracks for school years 2014-15 through 2016-17.

In the 2014-15 school year, Bell was awarded Core Waiver funds based on the achievement levels of our SWD's. These funds were used to provide training for our teachers to build on our inclusion model. With the added funding, we were able to bring in experts in Co-teaching to support our program. Training was provided by Cal State Northridge on co-teaching. In addition, Kagan was brought in to lead teachers in gaining

knowledge in collaborative structures, and student engagement. Teachers also received training from various branches of LAUSD. Additional monies were spent on teacher planning time during off hours, ie. Afterschool and Saturday to develop lessons that incorporate UDL strategies and scaffolds.

In subsequent years (2015-present) funding has been used mostly internally to provide time for teachers to continue meeting and planning. Teachers have also been provided time to observe other co-teaching partners to review their practices and receive feedback.

Since moving to an inclusion model, we have seen slow and steady growth within our SWD's population. Students feel more included throughout the school and have expanded their participation in all activities extracurricular and otherwise. In addition to significant social growth, academic growth is also showing. Much of the focus has been on ELA and on the most recent SBAC reports, SWD's growth in ELA has made a significant increase in students who met or exceeded standards. For this school year, while still supporting ELA the focus will be on math and moving students forward.

Beginning in the 2017-18 school year, because Bell has moved to a single track, we have been able to re-implement self-contained classrooms. Students who have found it extremely difficult to grasp concepts in the larger general education classrooms are being offered this additional opportunity. Self-contained classes offer students the chance to work in a small group where the instruction can be more individualized.

Common Core

As Bell High entered the adoption of the Common Core curriculum, it put together a Common Core Cadre consisting of one teacher from each core subject area.

Training was presented to the cadre in 2012 and 2013 based on Common Core Modules distributed by the District. The training focused on the Reading and Writing CC anchor standards. In addition, Math and English teachers also received training from CSUN.

In 2014, 2015 and 2016, half of the 28 Professional development days were dedicated to Professional Learning Communities (PLCs) working on their common formative assessments and rewriting their curricular maps to align with Common Core, as well as using district formative assessments and looking at student data. Teachers also received training on the three writing text types called out in the CC standards through our Writing Across Curriculum professional development.

In 2015 -2016, the last five hours of the Reed professional development training was spent doing peer observations of teachers using Common Core. Math and English teachers implement the SBAC Interim assessments for each grade and graded the assessments as well as analyzed how the CC standards were tested in the SBAC.

Loss of QEIA Funding

The 2016 - 2017 school year was the first school year since the last full WASC visit that Bell High did not benefit from funds from the Quality Education Investment Act (QEIA).

In 2013 - 2014, Bell High received \$3,539,404 in QEIA funds that were used purchase 17 core academic teacher positions for class size reduction, plus 7 counselors, 9 paraprofessionals, 11 office technicians and 4 Campus Aides. The money was also used for Counselor Z Time, Substitutes and more.

In 2014 - 2015, the school received \$3,281,634 in QEIA funds, used to purchase 17 teachers, 7 counselors, 10 paraprofessionals, 10 office technicians and other X time, Z time and sub coverage.

In 2015 - 2016, the school received \$796,730 which was used to purchase 7 teaching positions, sub coverage and clerical relief time.

The loss of these funds has only partly been offset by a shrinking student population, and the school suffers from larger class sizes, fewer counselors and fewer clerical staff.

Schoolwide Critical Areas for Follow-Up

The following are the critical areas for follow-up from the 2011 Full WASC Visit and the findings on those areas from the 2014 revisit. (Reproduced from the Midterm Visitation Committee Report of April 28-29, 2014.)

Schoolwide Areas of Strength

- Teaching staff that is committed to Bell High School and its students
- Teacher cohesion in the face of diminishing enrollment and staff layoffs
- Strong, visionary, and personable school leadership
- Strong and consistent curriculum and instructional practices that have resulted in continual improvement in student achievement
- Improving college-going culture as measured by increase in participation in SAT
- Nimble interventions to address student deficits and improve student achievement
- AVID methodologies that are spreading schoolwide
- Strong professional development plan and faculty participation
- Effective parent outreach programs
- Improved adherence to Focus on Learning Process

Schoolwide Areas of Growth

1. Develop a systematic approach to provide families who have Internet access a chance to use that technology to keep apprised of their children's progress.

- ISIS for attendance
- Jupiter Grades for online gradebook access and information dissemination has been adopted by a portion of the faculty; the Revisit Committee encourages the remainder of the faculty to adopt its use.
- Blackboard Connect for information dissemination
- Increasing use of low-tech communications like home visits, mailers, and partnerships with community leaders is helping as well.

There is evidence that this schoolwide critical area for follow-up has been addressed to a partial degree. The Revisit Committee recommends continued work and vigilance to raise the consistent application of these tools thus continuing to raise the level of communications.

2. The A-G completion rate and graduation rate is very low in spite of the school's interventions.

- Los Angeles Unified School District has implemented a graduation requirement that all students must take and pass the full A-G requirements.
- Intervention programs are in place: intersession classes for core academic subjects, 7th period classes, adult school, CAHSEE prep classes, CAHSEE boot camps, and after school tutoring.
- Apex Learning for credit recovery
- Increasing AVID opportunities by increasing sections, AVID methodologies that are spreading schoolwide, and AVID zero period
- PSAT for all students
- Increasing AP offerings
- Increasing college culture as evidenced by the increase in SAT participation from 28% in 2011 to 48% in 2013.

There is evidence that this schoolwide critical area for follow-up has been addressed to a partial degree. The Revisit Committee recommends continued work and vigilance to raise the level of A-G success.

3. Advisory period is not delivered to the students in a consistent, meaningful manner.

- Advisory period was eliminated every day except Tuesday.

There is evidence that this schoolwide critical area for follow-up has been addressed, and the Revisit Committee encourages BHS to continue to use the Tuesday advisory as a robust meaningful means of communication for school information.

4. The SLCs lack consistency in their development of academic programs that align with their titles of: SciTech, Humanitas, MTCA.

- Because of the change from a three-track to four-track calendar, two of the three themed SLCs have been eliminated. The professional development time that had been devoted to SLCs has been used for augmenting curriculum development that has benefitted initiatives like Writing Across the Curriculum, SDAI instruction, and Common Core transition. The SLCs, while no longer themed, are benefitting many students.

There is evidence that this schoolwide critical area for follow-up has been addressed to a high degree.

5. Incorporate a wider variety of instructional strategies which may include: active participation by the students in the lesson, regular checking for understanding by the teachers, the use of academic wait time, meaningful cooperative learning activities.

- Informal classroom observations have been implemented on a frequent and consistent basis to encourage improvement of instructional practices. The teachers are particularly appreciative of the rapid feedback, and view them as a positive experience that improves teaching.
- PLCs have been provided professional development with regard to teaching strategies to make their classes more student-centered; these include small group collaboration, checking for understanding, Writing Across the Curriculum, summary writing, argumentative writing, common rubrics, Cornell notes, Costa's Levels of Questioning.
- The Revisit Committee witnessed many, if not all, of these instructional practices during classroom visitations.
- The Revisit Committee encourages continued development of vertical aligned curriculum within and amongst departments.

There is evidence that this schoolwide critical area for follow-up has been addressed to a high degree.

A. Recommendations: Priority or Additional Areas for Improvement: Identify and note any areas that need to be given priority for the school's ongoing improvement.

6. The Revisit Committee encourages BHS to revisit their Action Plan yearly to assess whether Action Plan items have been completed or new items need to be added. The Action Plan should articulate with Single Plan and any district school-improvement initiatives.

Ongoing Follow-Up Process

As a Title I school, per district policy, Bell High goes through a categorical funds budgeting process including the annual review of the Single Plan for Student Achievement (SPSA) which highlights the school's action plan for meeting the needs of at-risk and low performing students.

School data is reviewed and student needs assessed through meetings and coordination with the four core departments (Math, English Language Arts, Science, and Social Science), TSP coordinator, parents, the English Language Advisory Council (ELAC), and School Site Council (SSC). The process includes a review of the District Mission Statement

Based on the input from all stakeholders, the SPSA is developed and approved by the School Site Council. This approval is required when utilizing categorical funds. The final SPSA and budgets are accessible in PDF form on the school website (Title 1 and Parent Center sections) for access by all stakeholders.

Any adjustments or modifications of Title 1 funds to other budget lines must also be approved by the SSC.

Accomplishment of Action Plan

<p align="center">Goal #1 - 100% Graduation Key Findings</p>
<p>Bell High School is on-track to meet the overall Graduation Rate of 84%. Currently, BHS has an overall graduation rate of 84%, 82% EL students, and 70% Students with Disabilities. Our internal data shows 91% graduation rate. The internal data is Bell High School's data from our intervention program that is monitored by the intervention counselor under the supervision of the administrators. He tracks the graduation rate of all students currently enrolled at Bell High School. It does not include the students who started their 9th Grade at BHS but checked out from Bell before completing high school. The LAUSD MyData includes all of the students that entered BHS as a 9th grade. The students are still in the MyData graduation rate even though they already checked out from BHS. Our school will continue to work on maintaining this rate while striving to raise the graduation rate for all students.</p>
<p align="center">Issues Related to Key Findings</p>
<p>To achieve the 2016-2017 Graduation Rate Goal, Bell High School has identified the underlying issues that impact graduation rate. These issues include lack of student motivation, lack of parental support, status of English Language Learners (ELLs), graduation tracks of specialized student subgroups and the status of students being serviced by special education. To elaborate, some ELLs are not able to take higher level English courses which inhibit their opportunity to complete the A-G course requirements. The reclassification of ELLs will likely increase A-G completion rates. Student with special education services, students experiencing homelessness, foster youth and student who are on probation may fit under the criteria that provides them extended time to complete high school requirements which can impact Bell High School's graduation rate. These issues have the propensity to negatively affect Bell High School's graduation rate.</p>

Accomplishments – Growth Areas
<p>Bell High School is on-track to meet its 84% Graduation Goal. This is due to the available credit recovery and intervention programs we have here at Bell High School such as Period 7, Intersession classes year-round, Edgenuity, Saturday Academy and after school tutoring. Students have the support of staff and classified personnel to ensure that performance of students were properly monitored for achievement. Teachers received training, professional development and support to put them in a position to succeed in helping students achieve and meet the A-G graduation requirements and be college and career ready. Furthermore, BHS has A-G Diploma Program that positively impacts Bell High School's graduation rate and dropout rate. A-G Diploma Program Counselors utilize student data in the areas of course performance, attendance and behavior to target students in need of additional supports. More specifically, A-G Counselors use MyData and MiSiS to target student populations based on their level of A-G course completion rates. Based on data, students are placed in tiers to establish their levels of support. A-G Counselors provide intensive case management, credit recovery referrals, community & school-based referrals, targeted group interventions, and teach all stakeholders of A-G, California Department of Education and LAUSD requirements for high school completion. In addition, A-G Counselors evaluate the academic progress of new student registrants who have been identified as credit deficient to inform the family/student of credit recovery options or appropriate educational placements. A-G Counselors impact the dropout rate by conducting an exit interview to all students who are withdrawing from Bell High School to assess the family's educational decision of their child's next placement and to track the whereabouts of our outgoing students. Monthly, A-G Counselors confirm enrollment of withdrawn students or provide outreach and support for students who have not enrolled in a school.</p>
Measurable Objective for Following Year
<p>Bell High School's Measurable Objective for 2017-2018 school year is to increase the graduation rate from 84% to 87%, English Language Learners 73%, and Students with Disabilities to 72%. This will show a schoolwide increase of 3%.</p>
Goal #2 – Proficiency for All – English
Key Findings
<p>Bell High School met the measurable goal of 44% of students scoring proficient (met/exceeded standard) in the English Language Arts Smarter Balance Assessment Consortium. (SBAC). The school achieved an overall student percentage of 54.76% met/exceeded standards. The data also show that in 2014-2015 BHS tested all 11th graders with a total of 754 students (including those students who are realistically 12th graders but in terms of credits completed are still at 11th grade category). In 2015-2016 school year, BHS tested a total of 473 11th graders.</p>

<p style="text-align: center;">Issues Related to Key Findings</p>
<p>Even though Bell High School met its goal, the school must continue to provide more rigorous lessons by having students write across the curriculum, utilize technology to advance their learning and be career/college ready, and intervention programs such as after school tutoring and in-classroom support (paraprofessionals) to develop content level knowledge and skills. Administrators must continue to train and provide professional development to teachers to better support students in learning and understanding difficult concepts, perform task that require critical thinking skills in preparation for the Common Core State Standards, summarize grade level text, develop critical thinking by integration of text-based discussions within pair-shares and whole group discussions, and think about open-ended thematic questions and higher level of questioning. The school must also provide workshops for parents that will teach methods and strategies that will reinforce and enhance student learning (e.g. Common Core State Standards, Questioning Techniques, Understanding Smarter Balanced Testing, and How to Prepare for Test, and Math Practices).</p>
<p style="text-align: center;">Accomplishments – Growth Areas</p>
<p>Bell High School's success in exceeding the SBAC goal was due to the English Language Arts Department's instructional strategies and intervention programs such as: collaborative groupings, after school tutoring, peer tutoring, Kagan strategies, integration of technology in the classroom, utilizing library and online technological tools as resources to support the students, providing necessary print materials that are Common Core State Standards aligned, strengthening reading comprehension and word fluency, exposing students to higher level of questioning, reasoning, and writing to be able to perform at proficient level. In addition, students received practice to be familiarized in taking the test using technology such as the computers, Chrome books, and ipads. Furthermore, students had the support of staff and classified personnel</p> <p>to ensure that performance of students were properly monitored for achievement. Teachers received training, professional development and support to put them in a position to succeed in helping students achieve and meet the SBAC goal.</p>
<p style="text-align: center;">Measurable Objective for Following Year</p>
<p>N/A</p>

<p>Goal #3 – Proficiency for All – Math</p> <p>Key Findings</p>
<p>Bell High School met the measurable goal of 15% of students scoring proficient (met/exceeded standard) in the Mathematics Smarter Balance Assessment Consortium (SBAC). The school achieved an overall 17.28% of students met/exceeded standards. The data also show that in 2014-2015 BHS tested all 11th graders with a total of 754 students (including those students who are 11++). In 2015-2016 school year, BHS tested a total of 473 students (students who are considered 11th graders). The decreased of 281 students was due to lower enrollment combined with the district roster of testing only 11th graders excluding the 11++.</p>
<p>Issues Related to Key Findings</p>
<p>Even though Bell High School met its goal, the school must continue to provide more rigorous lessons, resources, and intervention programs such as after school tutoring, in-classroom support (paraprofessionals) to develop content level knowledge and skills, and professional development to teachers to better support students in learning and understanding difficult concepts and perform task that require critical thinking skills in preparation for the Common Core State Standards. The school must also provide workshops for parents that will teach methods and strategies that will reinforce and enhance student learning (e.g. Common Core State Standards, Questioning Techniques, Understanding Smarter Balanced Testing, and How to Prepare for Test, and Math Practices).</p>
<p>Accomplishments – Growth Areas</p>
<p>Bell High School met its Math SBAC goal due to the collaborative effort of teachers and staff in the Mathematics Department. The department developed instructional strategies and intervention programs that the teachers believed would be of beneficial to the students. It includes collaborative groupings, after school tutoring, peer tutoring, Kagan strategies, integration of technology in the classroom, exposing students to higher level of questioning, reasoning, and writing in Math. In addition, students received practice to be familiarized in taking the test using technology such as computers, Chrome books, and iPads. Furthermore, students had the support of staff and classified personnel to ensure that performance of students were properly monitored for achievement. Teachers received training, professional development and support to put them in a position to succeed in helping students achieve and meet the SBAC goal. Teachers were given the opportunities to attend workshops and conferences with researched-based topics that can enhance the learning experience of students.</p>
<p>Measurable Objective for Following Year</p>
<p>N/A</p>

Goal #4 – Proficiency for All – ELL
Key Findings
<p>School data show that Bell High School have about 379 English Learner (EL) students, 253 of them are in Long-Term English Learner (LTEL) classes, 5 about to enter Long-Term English Learner (P-LTEL), 69 newcomers, and 1664 Reclassified Fluent English Proficient (RFEP). The following is the characteristics of our students:</p> <ul style="list-style-type: none"> ** High performing students have strong oral language that could be utilized in developing areas of need (reading and listening). ** Students struggle in reading and listening comprehension which reflect in instructional gap. ** There is a high concentration of Special Education students in the LTEL classes. ** There is a potential of 31% of students who could reclassify for the current schoolyear (2016-2017). ** BHS reclassification rate is currently at 7%, to meet the 20% LAUSD reclassification bench mark, 54 additional students must reclassify.
Issues Related to Key Findings
<p>Based from the school data, the following are the underlying issues, and areas in need of improvement.</p> <ul style="list-style-type: none"> ** Students need to develop their reading and literacy skill through the use of oral language development. ** Special Education and General Education teachers need to work collaboratively to design differentiated grouping in the LTEL classes to better meet the diverse needs of all students. Teachers need to strategically plan and meet on a regular basis to evaluate data and to modify teaching based on students results. ** Teachers need to develop students' skills in foundation literacy and comprehension in order to fill the linguistic gaps that EL students have. ** Most students who are in profiles G, and H have a Lexile levels that ranges from 200-800 (3rd grade level). Most of the students in profile C have higher scores in reading Lexiles and the range is 600-950 (7th grade level). Bell High School needs to create instructional programs allows for differentiated instruction to meet

Accomplishments – Growth Areas
<p>Bell High School will implement various changes and instructional strategies to meet the measurable objective.</p> <ul style="list-style-type: none">** Use effective reading strategies to specifically support the English Language Learners such as: finding main ideas, recalling facts and details, understanding sequence, and making connections to real life experiences.** Utilize oral language to develop areas of need such as reading and listening.** Assess students to identify the areas of challenges, and strengthen foundation literacy by providing hands on activities to break down concepts, and help build skills from their native language.** Create three-tier differentiated teams where students are grouped based on their Lexile Levels, and implement the comprehensible input formula of $i + 1$ where students are given appropriate reading levels and develop necessary skills to improve.** Utilize the student's background information to build on language development. It is very important for students to be able to connect to their learning.
Measurable Objective for Following Year
Bell High School's reclassification rate will increase to 22% by June 2018.

<p>Goal #5 – Parent/Student/Community Engagement</p> <p>Key Findings</p>
<p>Bell High School is on-track to meet the goal of overall parent participation in the School Experience Survey of 35%. However, student participation decreased by 5%, and there is a big drop of 28% in the staff participation. Possible reason for the drop in participation from the students and staff is during the window of the survey, two tracks at BHS are off (Track A and Magnet). Approximately, more than a quarter of the staff and students population were not able to have the opportunity to complete the survey. However, there is a high increase in the percentage of students who feel that adults at school treat students with respect from 51% to 62%. There is 11% increase in the positive perception of students among the staff at BHS.</p>
<p>Issues Related to Key Findings</p>
<p>Bell High School needs to work on increasing the percentage of parents, students and staff participation in the School Experience Survey. The school must find ways to ensure all stakeholders have access and opportunity to complete the School Experience Survey in order for all stakeholders to express their opinions, concerns, and perceptions of the instructional programs, culture and environment at the school. Finally, BHS must use all avenues of communication tools to increase parent, student, and staff participation in completing the survey. This will allow the school to get valuable data that impact all stakeholders and BHS instructional programs.</p>
<p>Accomplishments – Growth Areas</p>
<p>In order to meet the measurable goal by June of 2017, BHS will ensure that all or majority of the stakeholders will have the opportunity to complete the survey. One main barrier is BHS year-round schedule. Therefore, for the current 2016-2017 school year, BHS will send a request to the district office of data and accountability to provide BHS with 1-week extension in completing the survey. This way STEM/Magnet and Track A students and staff can complete the survey here at Bell when they come back on February 15. Track A and STEM/Magnet parents will also have the opportunity to complete the paper and on-line surveys. Staff will ensure that all parents visiting BHS during the window of School Experience Survey will be informed and asked to complete the on-line surveys in the computer lab. Finally, during the Back to School Night, parents will be escorted in the computer labs to complete the parent survey. Support staff such as the Categorical Program Advisor, TSP, and Problem Solving Coordinator, Paraprofessionals, and Parent Reps will be available to assist and address questions or concerns parents might have (i.e., privacy rights).</p>
<p>Measurable Objective for Following Year</p>
<p>The rate of parent participation in the School Experience Survey will increase from 32 to 38% by the end of June 2018. The rate of Staff participation will increase from 49% to the LAUSD average of 74%, and the rate of student participation will increase from 74% to 80% by the end of June 2018. Increase the percentage of students who feel that the adults treat all students with respect by 8% from 62% to 70%.</p>

<p>Goal #6 – 100% Attendance Key Findings</p>
<p>Bell High School's monthly attendance rate for 2016-2017 is in the range of 94.3%-95.6%. The current BHS attendance average is 94.15%. For the 2015-2016 school year the range was 94.9-96.1 and the average is 95.6%. This shows a decrease in student attendance of 1.0-2.2 % range. However, the number days loss to suspension in the current school year has decreased from 36 days to 20 days as of February 2017.</p>
<p>Issues Related to Key Findings</p>
<p>The following are the underlying issues relevant to Bell High School not meeting the Attendance Goal; 1.) Students do not feel motivated to attend school and the school climate should be a more welcoming environment; 2.) A high percentage of students marked absent when in reality, students are just tardy; 3.) The year-round calendar (four-track system) does not allow for BHS students to be on the same schedule as their siblings, thus taking time off when they should be in school. Misinformation regarding Attendance laws and Educ. code requirements. All of these underlying issues must be considered and addressed in BHS Attendance Program. Currently, BHS has a rigorous attendance program in place. However, the school must continue to strive to improve its attendance intervention program to increase student attendance, and meet the set goal of 96.5%. Bell High School must implement a more rigorous attendance incentive programs to motivate students to come to school on a daily basis. The program must communicate to parents and students the attendance goals and address the needs of at-risk students losing instructional time due to absences. Follow-up communication must be implemented to further provide support and guidance.</p>
<p>Accomplishments – Growth Areas</p>
<p>Bell High School continues to implement the Attendance Intervention Program and Attendance Incentive. The program will communicate to all stakeholders the attendance goals and intervention program that address the needs of at-risk students losing instructional time due to absences. The PSA Counselor, PSW, School Psychiatrist, will utilize the multi-tiered approach (Positive Attendance Behavior Support - PABS model) to promote student attendance that will motivate and encourage students to stay and be in school on a daily basis. Attendance assembly must be incorporated to send the message to students the benefits as well as the consequences of regular student attendance. Parent workshop, parent conferences, and continues follow-up to parents whose children have more than 7 absences per semester must be in place. For the current school year mentoring program has been in place to motivate students to stay in school.</p>
<p>Measurable Objective for Following Year</p>
<p>The school-wide attendance rate will increase to 96.5% by June 2018.</p>