

## Chapter IV: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>Bell High School has defined its mission as to educate all students to the highest degree of their abilities socially, academically, and technologically so that they become contributing members of society.</p> <p>At the beginning of this WASC cycle, the Leadership Team reviewed this Mission and found no reason to readdress this overall, umbrella concept, but did see a need to revisit its more specific learning goals.</p> <p>After receiving Reed training and increasing our understanding of our specific learning community and their needs, the entire faculty engaged in a process of updating our Expected Schoolwide Learning Results (ESLRs) and coming up with a set of new Expected Schoolwide Learning Outcomes (ESLOs) that reflected our latest understanding of educational practices, our true goals within all of our classrooms and an enlightened acknowledgement of the 21<sup>st</sup> century skills our students will need to succeed in and beyond college.</p>	<p>Mission and ESLO Posters Schoolwide</p> <p>ESLO “Buffet” Brainstorm and teacher input.</p>

Bell High School's mission and Expected Schoolwide Learner Outcomes were created with input from all staff and approval of parents and students, based on students' needs and goals and grounded in research.

THE MISSION OF BELL HIGH SCHOOL IS TO: educate all students to the highest degree of their abilities socially, academically and technologically so that they become contributing members of society.

BELL HIGH SCHOOL Expected Schoolwide Learning Outcomes

A Bell High graduate is:

- a complex and critical thinker with intellectual curiosity who can connect to real world experiences.
- a self-directed learner who can apply knowledge to create new ideas.
- a college ready student who can define, clarify and solve problems using critical thinking inquiry skills and creativity.
- a productive individual in society with a positive attitude toward work and ethics.
- a culturally aware, socially responsible and multilingual citizen who practices civic virtues such as cooperation, tolerance and community involvement.

Before the start of each academic year the leadership team, with input from staff members, revisits core values and instructional foci elements, which are based on LAUSD's LCAP and the core belief that all students deserve a rigorous, quality education. Our Vision or Core Values for this year are:

Bell High will:

Ensure all students graduate college or career ready;

Provide students and parents options with multiple pathways towards graduation;

Improve teaching and learning through the implementation of Common Core and Next Generation Science Standards;

Provide equity and access, closing the achievement gap for all learners, specifically English Learners and students with disabilities

Promote Parental Engagement between school staff and

parents as equal partners.

Per the Single Plan for Student Achievement, Bell High follows the District Professional Development Priorities, the Core Program for all Students, and the Curriculum, Instructional and Assessment foci in order to meet the Performance Meter Targets. This ensures the use of academic, content and performance standards throughout the school.

These items are in Chapter One and the SPSA

***Areas of Strength***

Our 21st century ESLOs truly reflect the efforts our teachers are making in the classroom while aligning broadly with district goals.

Lessons have been embedded into the advisory curriculum that will teach students how to identify the ESLOs addressed by their educational experiences.

***Areas of Growth***

Students and parents need to have a more active part of the yearly review and revision process from the very beginning, and not just in an approval capacity. Teachers need to communicate to students daily the connection between the ESLOs and the lessons taught.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The annual data review process the district requires as part of generating our Single Plan for Student Achievement begins with a review of our Mission and Learning Goals (now known as Expected Schoolwide Learning Outcomes). This year, as outlined above, the Leadership Team decided to revisit the Learning Goals and update them. All such changes must be approved by faculty, students, parents and other stakeholders in our School Site Council (SCC) and English Learner Advisory Committee (ELAC).</p>	<p>Mission and ESLO Posters Schoolwide ESLO “Buffet” Brainstorm and teacher input.</p>

***Areas of Growth***

As stated above, all students need to have a voice in reviewing and revising the vision, mission and ESLOs early in the process.

We need to generate a Vision statement in a collaborative manner.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
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There is an on-going process of sharing information based around meeting the Local Control Accountability Plan (LCAP), addressing the WASC Areas of Need from the previous visit, meeting the schools Missions and Expected Schoolwide Learning Outcomes (ESLOs) and achieving success for every student. Ingrained in the process of updating the Single Plan for Student Achievement and the WASC Focus on Learning Self-Study is the participation of teachers, parents, students and other staff in a wide variety of forums including the School Site Council (SSC), the Local School Leadership Council (LSLC), Professional Learning Communities (PLCs), departments, academies, the magnet and special programs.

Mission and ESLO Posters  
Schoolwide  
School Site Council Minutes  
Single Plan for Student Achievement

In a large district such as LAUSD, it is not expected that administration at the School Board and Superintendent level are going to be directly involved with an individual school’s Mission, ESLOs or the process for reviewing school data and benchmarks. The Local District is involved in an advisory capacity. Nonetheless, the District’s Mission Statement and Local Educational Agency (LEA) Plan Goals are the first pages of the Single Plan, and everything the school attempts and expects to accomplish must support these goals. The Local District must approve these plans, providing the bridge between the individual school efforts and the entire district.

The district is also key to the school’s ability to access, process and

utilize data about students' test scores and finances, so there is a constant flow of information to be managed, studied and applied. Adopting Schoology as a district-wide Learning Management System (LMS) is just one of the latest of these efforts.

As will be detailed elsewhere in this plan, efforts at engaging parents more closely in their children's education are ongoing and beginning to pay off. Surveys of parents are trending positive, and the school is always increasing its outreach.

Through ongoing professional development and dedication to their profession, teachers are learning to focus more than ever on the realistic needs of their charges and the research-proven methods of best equipping them for success in the 21<sup>st</sup> century. Test scores reflect this.

The school community, including students, families, faculty and staff, demonstrate a high level of commitment to the mission and ESLOs as shown by the students' behavior in class and their answers to the School Experience Survey. The ESLOs are relatively new, and the school has just begun in its efforts to make all students, all parents and all staff fully aware of them. Students may not be able to recite the mission or ESLOs from memory (yet) but they will be able to explain what the statements mean. The faculty uses the mission and ESLOs as guides when designing classroom experiences. The parents who are active in the school, through volunteering, participating in the Parent Center, attending Coffee with the Principal or joining one of the committees, have a working knowledge of the mission and ESLOs.

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

Commitment of teachers to supporting the goals of the ESLOs

### ***Area of Growth***

Each stakeholder group needs to fully understand the significance of the mission and ESLOs. Each group must understand their role in implementing these ideas.

**A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Indicators with Prompts**

Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>Board policies and procedures are clearly delineated and are followed every year in a familiar but very thorough process that begins with the members of the School Site Council completing an SPSA Evaluation after examining district provided data on graduation rates, SBAC, etc. presented by Principal Balderas.</p>	<p>Single Plan for Student Achievement                      School Site Council Minutes                      English Learner Advisory Committee minutes</p>
<p>During the SSC meeting in February, the members share ideas on the Needs Assessment/Budgetary Priorities so that the school is able to budget all the necessary positions. The members adopt the staff recommendations that departments need in order to achieve the Focus Areas. The input of students, parents, teachers, out-of-classroom personnel and an administrator ensures that the Single Plan supports the school’s mission and schoolwide learner outcomes and is in alignment with the district LCAP requirements.</p>	<p>Coffee with the Principal invitations and PowerPoints</p>
<p>The teachers in the core academic domains also have input on the Single Plan during department meetings in February. Goals and data are reviewed, and plans are revised, always with the greater district goals of 100% graduation and success for every child kept in mind. Instructional frameworks and interventions are produced or reworked at this time, and further adjusted in March.</p>	
<p>These plans are presented to the English Learner Advisory Committee (ELAC), an important venue for parents to have a say about goals, community engagement and budget aspects of the plan. Even the Coffee with the Principal event is used as a venue for sharing data and making parents aware of the school’s upcoming plans for academics, interventions and expenditures.</p>	

***Areas of Strength***

The District, school, Administration, and Coordinators work to provide their teams with the proper LAUSD policies and procedures as they are modified and changed from year to year.

***Areas of Growth***

A description of the job duties for the variety of coordinator positions on site would give teachers a more specific idea of whom they need to speak to when they have a concern about policies and procedures.

Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
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The LAUSD governing board is an elected board of officials that provides the leadership and direction required to the District as a whole and develops District Policy. The board evaluates EdCode and provides policy to the Superintendent who then empowers the various departments to interpret the policy and develop the procedures to support said policy.

School Experience Survey

The school and teachers, being part of the District, are directly and indirectly given direction through mandated district policy and procedure via school site administrators and coordinators. There are various means of communicating policy through Professional Development, faculty and council committees that offer teachers an opportunity to learn more about specific pedagogy policy and procedure, which in turn requires teachers to return to school and share the outcomes of these trainings.

Administrators and Coordinators attend monthly meetings at which important policy and procedures are discussed and are expected to be shared with the staff at the school site.

***Areas of Strength***

School is compliant in meeting the demands of the District and the compliance initiatives with Board policies.

***Areas of Growth***

Continue to provide the staff with updated policy and procedure documentation as developed by the Board.

Governing Board and Stakeholder Involvement

**A2.3. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Parents are informed via Connect Ed regarding upcoming meetings, volunteer opportunities, parent workshops and classes. All information is also posted in the Bell High website, are announced during the daily announcements, and are included in the weekly bulletin.</p>	<p>Bell High website  School Site Council minutes</p>
<p>Teachers are informed about vacancies and service opportunities on the School Site Council and Local School Leadership Council through memos and emails from the principal, usually two weeks before the selection process.</p>	<p>Weekly Bulletins (online)</p>
<p>In addition, more opportunities for participating in decision making at the school are developing on the academy level as teachers collaborate to create the culture they desire within their own learning team, including limited decisions about discipline, budget and curriculum.</p>	
<p>The LAUSD LCAP development was coordinated through central offices in collaboration with over 2,200 community and school-based stakeholders representing parents (54%), teachers and school staff (21%), students (17%), community and other stakeholder representatives (8%). Between August 2015 and June 2016, a total of 51 community sponsored Input Sessions were held across the District to share progress made as a result of LAUSD's 2015-16 LCAP goals and investments. Additionally, a total of 1,177 surveys</p>	

were collected (both in person and online); and over 17,700 individual responses were analyzed from these surveys.

This input from the community was used to reaffirm district goals, identify the needs of students and schools, identify metrics to be used for monitoring progress and setting targets for these metrics. Additionally, community input was used to inform the specific actions the District will take and how LCFF funds will be allocated in order for the District to meet its goals and targets for the 2016-17 school year.

***Areas of Strength***

We are growing in our ability to connect with a parent population who can be reticent and reserved.

***Areas of Growth***

More parent involvement in the governance of the school is necessary to engage a larger cross-section of stakeholders. More student involvement in school governance would be positive as well.

**Board’s Evaluation/Monitoring Procedures**

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
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The LAUSD Local Control and Accountability Plan (LCAP) engagement effort begins annually in August with focus groups reviewing the LCAP Survey and collaborating on effective stakeholder outreach strategies for development of the District’s upcoming LCAP goals. As a result, the District has made a conscious effort to expand this year’s timeline of engagement to better utilize community feedback in the development process.

School Support Visit Report

Beginning in October, the LCAP survey is released to over 400 community partners to solicit feedback from their constituents on LCAP priorities and District-wide goals. Between October and December, a total of 32 community sponsored Input Sessions will be held across the District to share progress made as a result of

LAUSD's annual LCAP goals and investments. The Input Sessions also serve to gather feedback from diverse stakeholders (parents, teachers, students, staff, and community members) on goals, targets, and strategies for the annual LCAP goals. Additional stakeholder meetings with the DELAC, PAC, and parent advisory groups, as well as LCAP investment meetings, are also held throughout the school year.

A comprehensive and multi-level monitoring process is utilized by the Local District in evaluating the implementation of the SPSA and LCAP Goals and helps to inform about future practices. Bell High School is monitored by Local District through the use of the School Support Visit Report completed by the Local District Directors following multiple site-based visits. The School Support Visit Report does the following:

- Allows Directors to conduct performance dialogues with their network principals to review academic progress of all students.
- Provides a tool to support schools and give feedback to principals.
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress.
- Helps ensure that the Director and the Principal are focused on the instructional priorities of the school.
- Allows staff to determine instructional strengths and weakness on a school-wide and district-wide basis.

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by the instructional support staff. Directors monitor the school growth and its implementation. All school site budgets and allocation of resources are monitored and approved by the Local District Superintendent.

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

Bell is in compliance with a clear evaluation and monitoring procedure overseen by the district.

Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
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<p>LAUSD handles complaints through their Uniform Complaint Procedures (UCP) outlined in District Policy Bulletin BUL-5159.5. According to this bulletin, complaints including:</p>	<p>District Policy Bulletin BUL-5159.5.</p>
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“allegations of discrimination, harassment, intimidation, and/or bullying; unauthorized charging of pupil fees for educational activities; noncompliance with physical education instructional minutes at specified grade levels; noncompliance with education provisions for pupils in foster care and pupils who are homeless; provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, except under specified conditions; failure to reasonably accommodate lactating students; or alleging failure to comply with legal requirements under the Local Control and Accountability Plan (LCAP)”

will all be handled by UCP and that

“Each complaint shall be resolved and a written report of investigative findings issued within 60 days of receipt...”

Civil rights issues are handled by the Educational Equity Compliance Office (EECO). According to the LAUSD website:

“The Educational Equity Compliance Office (EECO) serves as the District's office for supporting students' civil rights. The EECO has District-wide responsibilities to ensure compliance with federal and state nondiscrimination laws so that all students and community members are treated equitably in the District's programs and activities and provided an environment that is free from discrimination, harassment, intimidation, and/or bullying including, but not limited to, all aspects of Section 504, Title VI and Title IX compliance.

It is the law and District policy to afford equal rights and opportunities to all persons to attend school and

participate in the District's programs and activities, regardless of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation.”

Bell High, like all LAUSD schools, also follows the United Teachers of Los Angeles union contract in managing any disputes between staff members or between staff and administration.

In addition, the Williams-Valenzuela court case resulted in California Education Code (EC) Section 35186 and the Williams Complaint Procedure that allows teachers to report on issues including problems with instructional materials (textbooks), conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. Complaints are filed directly with the principal, who forwards them to the Educational Equity Compliance Office, which must respond within 90 days.

Parents are notified about the School Climate Bill of Rights, including School-Wide Positive Behavior Intervention and Support (SWPBIS), Restorative Justice (RI) and Guidelines regarding the roles and responsibilities of School Police Officers in the Parent/Student Handbook distributed at the beginning of the year. These handbooks, which are in English and Spanish, include a tear-off Acknowledgement Form that parents must sign and return.

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

Bell High stays in compliance all district directives and union contracts

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

Some teachers, students and staff may not be fully aware of the various avenues of complaint resolution available to them.

**A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Indicators with Prompts**

Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>In order to access Title I categorical funds, per district policy, the school undergoes a categorical funds budgeting process in March. The school has to write the Single Plan for Student Achievement (SPSA) highlighting the school's plan in addressing the needs of at-risk and low performing students.</p>	<p>Single Plan for Student Achievement SSC Minutes ELAC Minutes</p>
<p>Even though Bell High is a schoolwide Title 1 School, the priority is the students who are not meeting the standards. Ms. M. Meneses, Title I Coordinator, leads this process, which involves a review of the school data, student needs, meeting and providing Professional Development within the four core departments (Math, English Language Arts, Science, and Social Science), and the involvement of the TSP coordinator, parents, English Language Advisory Council (ELAC), and School Site Council (SSC).</p>	
<p>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. A Parent Annual Title I Meeting is held to inform parents about the Title I funds as well as their rights and responsibilities.</p>	
<p>The schoolwide program was jointly developed with the involvement, participation, and input from all stakeholders: parents, students, paraprofessional, community, administrators, staff, and other school leaders. Below are the processes in the development of the schoolwide program:</p>	

1. The Principal, administrators, and Title 1 Coordinator held three professional development meetings to discuss the departmental data and strategies that address the needs of the low-performing and at-risk students. The meeting involved analyzing current student grades, SBAC results, and departmental strategies that will enhance student learning to meet the grade level standards. Other discussion involved, intervention, and parent involvement/engagement.
2. School Site Council (SSC) meets every 3rd Monday of the month. During the meetings, current and comparative data on graduation rate, Smarter Balanced Assessment Criteria (SBAC) test, attendance, suspension and parent workshops are presented and analyzed. Using the data SSC members review and evaluate the current SPSA to see if BHS is on track to meet the five goals. This is an on-going process.
3. During School Leadership meetings, student data, instructional programs, parent workshops, budget, concerns, and updates are shared and discussed. This process allows every school leader to be informed and have a voice concerning current data and information that impact our students and respective departments. The schoolwide program goals are discussed and inputs are gathered from all school leaders.
4. Coffee with the Principal, ELAC meetings, and other parent workshops review student data, schoolwide goals, instructional strategies (for EL and all other populations), interventions, and budget. Parents and community members are informed and have a voice to add to the schoolwide program.
5. Other support staff, such as paraprofessionals and educational aides, are vital to the schoolwide program and student achievement since they work directly with our student population. The SPSA is shared with them during professional development. They are also trained on various instructional strategies to help support our ELs, low-performing and at-risk students. The continuous school improvement process allows schools to evaluate and measure progress over time.

***Areas of Strength***

The district and Bell High’s broad-based, collaborative planning process is based on a continuous improvement cycle that has stakeholders look at data, generates strategies and monitor results collaboratively.

Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Per the Single Plan for Student Achievement, Bell High follows the District Professional Development Priorities, the Core Program for all Students, and the Curriculum, Instructional and Assessment foci in order to meet the Performance Meter Targets. This ensures the use of academic, content and performance standards throughout the school.</p>	<p>2016-17 District Professional Development Priorities                      District Core Program for All Students                      Curriculum focus-2016/2017                      Instructional focus-2016/2017                      Assessment focus-2016/2017</p>
<p>As stated above, as a Title I school we are required to engage in an annual process of data review by all stakeholders in order to access our funds. This includes test scores, the ELSO’s and LCAP.</p>	
<p>Further data analysis is done on the PLC level.</p>	
<p>A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspension/expulsions, and non-cognitive skills. All stakeholders use this tool in determining the needs of the school in order to reach the identified LCAP Goals. Recommendations and analysis derived from the School Report Card, SBAC Examination, Graduation Rate, and School Experience Surveys are used in the development of the SPSA to enhance student learning and achievement. In addition, the comprehensive needs assessment ensures that resources, allocations, and funds are placed where there is highest priority based on student needs.</p>	

Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
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Bell High, as all schools in LAUSD, is provided with instructional directives and direction, presented as the Five Critical Focus Areas:

- EL Reclassification
- NGSS implementation
- A-G passing of "C" or better
- 100% Graduation, and
- Social Emotional Learning

Critical Focus Areas of LAUSD  
 Guiding Principles  
 Bell High Core Values  
 Expected Schoolwide Learning Outcomes

The school is also provided the specific areas of focus for teacher observation as seen on the Bell High School Guiding Principles 2017-2018. Through professional development, Leadership Team Meetings, Instructional Team Meetings, School Site Council, Local School Leadership, and Parent Meetings the staff is able to evaluate these Five Critical Focus Areas (directly and indirectly) to determine the best ways to support student learning.

Discussions that take place in these meetings, by a variety of stakeholders, provides a process and a procedure for involving staff in decision making and responsibility to institute Bell High School Core Values.

All of the committees are guided by the Critical Focus Areas of LAUSD, which then help to define the Guiding Principles and Bell High School Core Values to ultimately guide the Expected Schoolwide Learning Outcomes. This can be reflected in the similar verbiage for all the documents and can be seen in the feedback to teachers in both formal and informal observations. Data is also heavily reflected in the school’s graduation rate, EL Reclassification, Graduation Rates, and A-G passing rates.

Upon review of the 2016 School Experience Survey reported by Staff, we found that 69% of the staff felt that the school promotes personnel participation in decision-making that affects the school practices and policies. 71% of the staff felt comfortable talking with the school leadership about issues and concerns. However, when asked, “How many adults at this school feel a responsibility to improve this school?” 95% said some adults, most adults or nearly

all adults. In other words, almost all the staff notices that adults feel responsibility for improving the school, but only 69% feel that the school promotes participation in the decision-making process.

As the teachers reflected on their teaching practices and improvement over the year, 68% felt that the Educator Development and Support process helped them improve their teaching and learning. They were slightly more positive about the professional development provided at the school. Of the teachers responding to the survey, 72% stated that what they learned during professional development meetings addressed their students' needs.

### ***Area of Strength***

With the district's direction, Bell High shares decision making among stakeholders with common goals.

Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

**Findings**

**Supporting Evidence**

Utilizing systems such as internet, text messaging, connect-ed, notes in boxes, posted reminders, and the PA system the school works to communicate with all stakeholders to share important information concerning the school site, district and national and international events that may impact the school.

As well, the Leadership Team, the Instructional Leadership Team, School Site Council, Local School Leadership Council, Safe School Collaborative Committee, Discipline Committee, English Learners Advisory Committee, and various Parent Meetings are all opportunities to share information and plan for any events taking place to prevent any possible differences arising between groups. If a conflict does arrive, all of the stakeholders are welcome to speak to the committee chair or admin in private, speak openly at meetings, or write their concerns out to share with the affected parties. Through discussion and providing all sides a chance to share their thoughts and feelings on a given topic, the school is able to work out any differences that exist and use them as ways to grow and develop existing programs.

**A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Indicators with Prompts**

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>All employees that are hired by Bell High are first vetted through the Human Resources Department of LAUSD to ensure teachers meet the requirements of the Every Students Succeeds Act.</p>	<p><a href="#">LAUSD Human Resources</a> <a href="#">Credentialed/Licensed K-12 Teacher Application Process</a></p>
<p>Employees are hired, processed through LAUSD, and approved to interview at schools, at which point schools then request hiring lists from the assigned HR Specialist for available candidates. Possible candidates are interviewed at the school site by an interview panel made up of a teacher, the department chair and an administrator. A candidate is selected and, if they accept the position, an “Intent to Hire” form is sent to the HR Specialist to process the employee and assign that individual to Bell High.</p>	<p><a href="#">Beginning Teacher Growth &amp; Development Induction</a>  Every Students Succeeds Act</p>
<p>While the Intent to Hire form is processed, the Assistant Principal over HR (Mr. Santiago) invites the new employee to tour the campus, meet staff and see their room. Pertinent paperwork such as emergency documentation forms and sign-in cards are completed. The teacher is also informed on policies and procedures at the school site, and shown how to use the Bell High website and access internet applications for daily use.</p>	
<p>Weekly, Mr. Santiago checks in on new hires to ensure they are doing well and feel confident that they are supported and have what they need to be successful. It is important to mention that LAUSD has not hired many new employees at the secondary in the last four years and, as a result, we have primarily hired transfer teachers from other LAUSD schools that were displaced or transferred.</p>	
<p>Any new teachers that are hired are provided additional support via LAUSD Teacher Quality Unit which meets with new teachers, provides teachers with PD opportunities, provides a Teacher</p>	

Quality Specialist who checks in on them, has developed a complete guide to LAUSD policies and procedures as well as teaching support.

Teachers who have not cleared their credential are provided support to do so via the Beginning Teacher Growth & Development Induction (BTGDI), which uses an alternative induction process to support teachers in clearing their general education preliminary teaching credentials. While the familiar Formative Assessment for California Teachers (FACT) induction process uses school-based support providers to support participating teachers, BTGDI uses the Formative Assessment System (FAS) induction process and uses a Full Release Mentor Model. Participating teachers (PT) in BTGDI are each assigned an extensively trained and experienced mentor who: 1) travels to the schools where participating teachers are assigned to provide one-on-one support, 2) coordinates small group support at BTGDI satellite locations throughout the district, or 3) provides a combination of one-on-one and small group support to participating teachers throughout the academic year. The type and level of support is based on the level of experience and level of support needed by each participating teacher.

### *Areas of Strength*

Bell High is in compliance with all hiring practices.

### **Staff Assignment and Preparation**

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>The process for hiring new employees to LAUSD is outlined in section A4.1 and those teachers that are hired are provided close support from the Teacher Quality Unit. The District has a dedicated page (see Supporting Evidence: New2LAUSD link) which has multiple links to support teachers. As well, there are new teacher meetings and school sites are given a Teacher Quality Specialist who touches base with new teachers and provides any support needed by the new teacher. More importantly, the support that new teachers receive while on site helps to ensure their success and their ability to meet the needs of their students.</p>	<p><a href="#">New2LAUSD</a>  <a href="#">New Teacher Resource Guide</a></p>

After being hired, teachers are brought in for a tour or “orientation” to the campus, staff, and school at large. They are provided with the information that they need to be successful on a day-to-day basis and not just given a key to the room along with a text book. Teachers receive personal attention from the Assistant Principal over HR (Mr. Santiago) who walks a teacher through a typical day at Bell, shows them where the offices are located, talks about the Hall Pass Policy, shares discipline practices, introduces the employee to the staff, while encouraging deeper conversation about teaching philosophies and how to reach the students at Bell HS. Teachers are shown how to make copies, who can assist with translation and disciplinary problems, offered support on MiSiS (attendance) and Schoology (grades), and offered training on how to utilize other important LAUSD applications from our technology coordinator (Mr. Anker).

Having a new teacher to the site or the profession that is confident in the school’s policies, understands the school's goals, and knows how to deal with disciplinary problems ultimately impacts the students in a positive way. The teacher will be less stressed and more able to focus on the lesson planning and preparation at a new site.

***Areas of Strength***

New employees start their new position welcomed and prepared.

***Area of Growth***

We do not keep records of the orientation, although we have no reason to believe it is necessary.

Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>LAUSD actively emails staff about important policies that are required such as Williams Textbook verification, Child Abuse Training, CELDT training (new ELPAC), TB clearance, Credential renewal and a variety of other important topics.</p>	<p>Agenda, Sign in, Certification Forms for Compliance Training  Compliance Training PowerPoint</p>
<p>The school administration has the responsibility to ensure the correct implementation of LAUSD policies for both academic and operational issues. Through Instructional Cabinet Meetings and Leadership Team meetings the administration is able to funnel information down to the teachers via the department and team leads to help inform teachers of expectations of the district and also school site administration.</p>	<p>Injury Illness and Prevention Sign in</p>
<p>Via the Instructional Cabinet, the administration is able to evaluate data with the department chairs and learning team leads and then develop plans for intervention, modification of instruction and development of Common Formative Assessments (CFA's) based on CCSS/NGSS to help re-direct or focus instruction within specific departments. The Leadership Team is able to decide which information best meets the needs of the school site and will help to guide instruction at the classroom level; as well by evaluating informal observations to evaluate the implementation of LAUSD instructional goals/CFA's, SBAC data etc.</p>	
<p>To meet the needs of the plant and the variety of needs of teachers, the school has developed a Plant Manager Request form in which they can inform the Plant Manager and AP over Operations about issues in their rooms. Teachers are also given training twice a year on operational practices such as fire/earthquake/lockdown drills, key safety, classroom safety, OEHS/OSHA requirements, bloodborne pathogen safety, chemical safety, and a variety of others.</p>	

Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect has the professional development/learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
<p>The yearly Professional Development foci are based on District Initiatives, School Focus Areas, and Staff input. Bell High has 28 professional development meetings. These meetings consist of both Professional Learning Communities (PLC) and Learning Teams (LT). To meet the request of teachers and requirements of Linked Learning, 21 Tuesdays are allotted for Learning Teams, where teachers meet in Academies or teams, most interdisciplinary, to focus on developing writing units or Interdisciplinary Project Based Lessons. The remaining seven Tuesdays are allotted to PLCs, where teachers meet in subject like teams and engage in planning standard-based assessments/lessons and analyze student work from which they determine if our students are acquiring the skills required in CC and SBAC and determine next steps in their instruction.</p>	<p>PD Agendas Sign-Ins PD Evaluations - REED/LT/PLC Title 3 Coaching Log</p>
<p>During after school faculty meetings teachers receive District Professional Development, which includes topics on A-G requirements, Schoology, and Integrated and Designated ELD.</p>	
<p>A Title 3 instructional coach works with teachers to support the implementation of Designated and Integrated ELD. The Title 3 Coach also provides Professional Development to all staff members to bring awareness and strategies on how to meet the needs of our English Language Learners.</p>	
<p>The Reed PD teachers received was designed by LAUSD for the 37 Reed schools to provide specific guidance in learning how to analyze data trends, support students no matter the conditions and situations our students deal with on a daily basis, and have empathy for our students to reach them on a deeper level. The objective was to learn about the whole student and understand the stressors that exist in our students' lives to better meet each student's needs in the classroom.</p>	
<p>The Professional Development, implemented by Mr. Santiago, was unique and specialized to meet the needs of our total school population including our EL, SPED, low income, homeless and foster students. They helped learn how to create a safe environment that allows staff to engage students in collaborative activities</p>	

without feeling threatened because of outside trauma that students may have from life.

Due to the alignment of the practices of the non-profit organization LAEP (Los Angeles Educational Partnership) and the needs of Bell HS students and teachers, they were selected to continue this professional development.

By analyzing the traditional and nontraditional data utilized in Module I of the Reed training through the variety of lenses provided, the staff recognized that there is a need to delve deeper into their teaching practices in order to reach at-risk youth who are challenged by poverty and high dropout rates. While continuing to focus on data, reaching out to students of trauma was a real concern for teachers and has been a point of focus of subsequent Reed Professional Development.

Through the Professional Development provided by Mr. Santiago and LAEP, teachers learned to develop engagement activities, group structures, and closing activities that build on the Habits of Mind and incorporate the essential traits.

The effectiveness of the several Professional Development learning activities has had on student learning is evident by the rising scores in reclassification rates, SBAC, A-G attainment, and graduation rates. In addition, we are able to determine the effectiveness of PD through the implementation of the LAUSD Teaching and Learning Framework, informal observations, PD evaluations and analysis of the data.

After each professional development meeting teachers are provided an evaluation to acquire feedback about the effectiveness of the PD. Adjustments made are based on teacher feedback. To determine the impact PD has had on student learning, administrators developed a Google Form that includes focus standards from the LAUSD Teaching and Learning Framework, school wide instructional foci and specific instructional practices by department to assure implementation of Common Core, Mathematical Practices, Integrated ELD, NGSS, SHEG, Co-Teaching and content specific practices. After each informal observation the administrator provides teachers feedback so that they can enhance their capacity to teach CCSS-aligned collaborative learning environments. The principal and administrators review the informal observation data on a weekly basis and share the findings with department heads. Areas of need are discussed and additional PD is determined based on the data from observations and teacher feedback.

***Areas of Strength***

Professional Development is well supported by time and resources, with both external curriculums (Reed) and internal planning meeting given ample time. Data - through surveys and observations - and improving results, attest to its effectiveness.

***Area of Growth***

We must be attentive to the effectiveness of each Academy’s or Special Project’s PD as they build on their efforts to personalize through Project Based Learning and Interdisciplinary lessons.

Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>All Certificated Staff are evaluated every two years using the LAUSD Growth and Development Cycle (TGDC) and the LAUSD Teaching and Learning Framework, which describes clear expectations for effective teaching and provides teachers an opportunity to reflect on their practice.</p>	<p>LAUSD Teaching and Learning Framework  <a href="http://Truenorthlogic.lausd.com">Truenorthlogic.lausd.com</a>                      Online Informal Observation Form</p>
<p>The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century Skills not only directly aligns with the implementation of the Common Core State Standards but also prepares all of our students to be college prepared and career ready. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the teacher evaluation process.</p>	
<p>In order to analyze teaching practice, evidence of a teacher’s practice is assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations and artifacts. All</p>	

Administrators received training by the District to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias.

Teachers received initial training from the school administration on the LAUSD Teaching and Learning Framework and Standards. Follow-up training on the Teacher Growth and Development Cycle (TGDC) is provided by the District.

In addition, all teachers receive feedback through informal observations. The informal observations are documented in a Google document developed by the school administration with input from department chairs. Following informal observations, feedback on focus elements from the Teaching and Learning Framework is sent via email. On a monthly basis the Principal reviews informal observation data with the leadership team to discuss areas of need and determine action steps to improve in those areas.

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

Bell's supervision and evaluation procedures are regular, thorough and district compliant.

### ***Area of Growth***

Could an organized observation of an entire ILC team reveal new kinds of data regarding personalization and interdisciplinary effectiveness?

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Indicators with Prompts**

Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Resources other than special grants are largely allocated according to the General Funds budget (salaries, food service, etc.) and the Title I categorical funds budget process worked out in parallel with the Single Plan for Student Achievement (SPSA). The SPSA is carefully crafted to support the district’s mission, the LCAP and the school’s mission and ESLOs. Relatively little of the funding is discretionary. Parents, teachers, staff and students are consulted through the School Site Council (SSC), the English Language Advisory Council (ELAC) and Department Head meetings. Any adjustments or modifications of Title 1 funds to other budget lines must also be approved by the SSC. Categorical Funds Budgets must be in compliance in case Bell High gets selected for an audit.</p>	<p>SPSA LCAP Goals</p>
<p>Bell High does have several academic grants that involve instructional and cultural focus to the overall school climate, including the Startalk and Qatar Foundation International grant, a Multilingual Teaching Career Academy grant, a STEM grant, several Career Technical Education Incentive grants, and our Linked Learning grants.</p>	
<p>Financial resources distributed to departments (such as IMA for Instructional Materials or SIM for Supplemental Instructional Materials) and learning teams (such as district funds for the development of an IB school) are allocated by each department or team according to their perceived needs.</p>	

Bell High also receives funds for credit recovery, including Core Credit Recovery Program A-G Funds, and A-G Summer Funds.

The staff at Bell High believes that support of our Academic core classes, intervention, Special Ed programs and English Learners have helped increase test scores and are finally beginning to impact graduation rates and college success.

***Areas of Strength***

Bell High is in compliance with all district fiscal policies.

***Areas of Growth***

Some teachers still question where the money comes from and where it goes.

Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
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As detailed in the District Policies/School Financial Support section, Bell High School is currently under Community Eligibility Program (CEP). Bell qualifies for \$1,788,886 in Title I Funding and \$807,350 in Targeted Student Population (TSP) Funds.

In order to access the Title I categorical funds, per district policy, the school goes through a categorical funds budgeting process in March. The school has to write the Single Plan for Student Achievement (SPSA) and detail how we will meet the needs of at-risk and low performing students.

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.

The School Site Council must approve any adjustments or modifications of Title 1 funds to other budget lines. Bell High

School's budgets, including General Funds, are posted on the Title I bulletin board. The SPSA binders with all the budgets included are also available and distributed to the SSC members, TSP Office, Main Office, and Title I Office. Furthermore, a Parent Annual Title I Meeting is held to inform parents about the Title I funds as well as their rights and responsibilities.

The budget process does not include any review of the General Funds School Program budget that contains administrative and teacher salaries, allocation for custodians, classified, clerical and other school expenses. The budget is created by the district based on school enrollment and needs. For the 2016-2017 school year the combined budget for Bell and STEM Magnet was \$28,198,332. Most of this money is restricted and spending is predetermined by the district. These predetermined accounts include cafeteria workers, food services, utilities, Special Education Personnel, and other grants awarded to Bell High. Very little is discretionary. There are guidelines and compliance that BHS has to follow in order to get the funds. Any discrepancies or misallocations of funds may possibly result in an audit.

Academic grants and other additional funds are detailed in the District Policies/School Financial Support section

Every year in March, BHS receives its budget for the following school year. Department budgets can increase or decrease based on the allocation provided to BHS. Certain programs and budgets are available one year and can be eliminated or tremendously decreased the following year.

For the 2017 - 2018 school year, Bell High's Year-Round School Incentive Discretionary Fund (Program 11654) will be eliminated (-\$84,000). In addition, there is a total reduction of (-\$591,238) in combined Title I, Targeted Student Population (TSP), Parent Title 1, and Parent TSP. This will result in reduced staffing: 2 Counselors, 1 ELD Teacher, 1 Clerical, 3 Paraprofessionals and far less General Supplies and Supplemental Instructional Materials funds. Categorical Funds Budgets must be in compliance in case BHS gets selected for an audit.

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

Bell High is in compliance with all district fiscal policies.

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

We see no particular issues to address in this area, other than the previously mentioned increased transparency on budget allocations within the school's control.

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

## Findings

## Supporting Evidence

Our goal is a clean and well-maintained facility where students feel safe and comfortable. Students cannot learn unless the facility is clean and accessible. Cuts in custodial staff can make this a challenge.

School Experience Survey

The school was constructed in 1925 for a maximum student population of 800. Bungalows and buildings have been added since then, but the acreage remains the same. When the school was on three and four tracks, it was very difficult (spelled: impossible) for regular maintenance on infrastructure such as plumbing and air conditioning to be done correctly. As a result, air conditioning issues have been a problem for decades. There is a general feeling among many teachers that more restrooms (strategically located) are needed, and restrooms need hot water (an OSHA issue).

There is a long-standing rat and cockroach infestation problem that seems to have worsened somewhat since the introduction of the Breakfast in the Classroom (BiC) program.

Faculty also notes that the school could use a paint upgrade with a better color scheme, and that some whiteboards, bulletin boards, windows and blinds need repair or replacement.

Some teachers want easier access to copy technology. Bell, like the rest of the world, is going through a digital revolution. We are working to replace reams of photocopies with digital sharing via Google Drive, Google Docs, Schoology and other platforms. Still, some teachers need to make photocopies, and there is uneven access to copiers, depending on whether or not a teacher's department or learning team has used limited funds to purchase one. Many teachers still think of school photocopy machines as basic parts of a school facility. At Bell High, there is a photocopy room next to the main office, and materials can be dropped off in the main office for copying, however there is generally a 24-hour turn-around and a department chair signature is required.

On the 2016 School Experience Survey, 59% of students said they feel safe when they are at school. Among parents, 90% said that they feel their child is safe on school grounds, and among teachers, 94% said they feel safe on school grounds.

***Area of Strength***

Parents trust that their children are safe at Bell.

***Areas of Growth***

Students seem to feel less safe here on campus than other data says they should.

Pest control remains an issue

Some of the physical plant infrastructure, such as air conditioning, needs more maintenance than currently supplied.

Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
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<p>As explained in the financial section, the Single Plan for Student Achievement (SPSA) budgets for Instructional Materials (IMA) to support students and teachers in providing instructional materials (workbooks, software, etc.) necessary for supplemental services provided to ELs, LTELs, and at-risk students, among others.</p>	<p>SPSA</p>
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Also written into the SPSA is the school's purchase of Supplemental Instructional Materials (SIM), providing supplemental materials to teachers including library materials to update library media center (hard cover, paper back etc.) that will support student interventions and core curriculum instruction in the classroom. These materials will help support and enhance student learning in various subject areas, especially the core subjects; ELA, Math, Social, Studies and Science. Purchases are district approved, standards based, and evidence based instructional materials that will support and supplement the core instructional program. In addition, supplemental reproduction services will be provided for teachers and staff to make in-classroom materials available for students to help support student understanding and provide intervention materials.

Also contained in the SPSA is Bell's commitment to collaborative groupings and project-based exercises in and outside of the classroom that will benefit students learning and lead to higher achievement. Allowing students to make deeper connections with the subject matter and exposing them to higher level of questioning (Costas Level of Questioning). These include utilizing library and online technological tools as resources to support the ELA department.

Also included are curricular trips (8 buses) to destinations such as the Museum of Tolerance (2), UCLA (2), CSU Long Beach (2), and CSU Los Angeles (2).

Funding is also set aside for providing necessary print reading materials that are: (1) common Core State Standards aligned, (2) supporting English Language skills necessary to meet proficiency, and (3) strengthening reading comprehension and word fluency. All of these combined will lead to improve writing performance and higher performance in the SBAC.

The cost of technology is problematic and undeniable, but Bell does have approximately 700 computers in 11 labs on campus, as well as 250 iPads, 200 laptops and 3 chrome books, with more on the way. There are also many and various printers, poster printers, scanners, cameras and other technology on campus. Some of this technology is aging, and Bell is committed to using our resources as efficiently as possible while providing students as cutting edge an educational experience as the district can afford.

Multiple Computer Labs on Campus

***Area of Strength***

In spite of ongoing challenges, Bell is a safe place for student learning, armed with an impressive array of technology.

***Area of Growth***

Eventually reaching a one-one ratio of computer devices (iPads, Chrome Books or desktops) to students would open up new possibilities for digitalizing our curriculum.

Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
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Bell High has become a school where a rich and methodical schedule of professional development continually enhances the professional abilities of teachers throughout domains and learning communities.

Professional development calendar and agendas.

The district is dedicated to providing effective professional development to teachers in Focus, Priority and Reward schools, as well as PD on the California Standards in ELA, mathematics, history/social sciences, science, technical subjects, and English language development. They also commit to providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards, and for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs).

Since becoming a Reed school, Bell High received 40 professional development hours of Reed training, detailed elsewhere in this plan.

Typically, Bell High teachers receive a total of 28 days of professional development (not including faculty meetings). These are divided into PLC meetings and Learning Team meetings, and all are aimed at succeeding in the Critical Focus Areas, including EL Reclassification, NGSS and Common Core implementation, A-G Passing rates of “C” or better, and Social Emotional Learning.

In addition, the Linked Learning academies have been provided \$30,000 each for professional development, which was used to have the Buck Institute present a four-day PD on Project Based Learning. Next year, these funds will go toward enhanced training in this area. This funding will continue until the academy is certified.

Magnet uses IMA to send teachers to GATE and STEM training.

AVID also spends Title I funds for professional development in their program.

In the Special Education Department, \$40,000 was allocated through Core Waiver funds for PD for co-teachers involved in the movement to full inclusion. These funds were used to bring in expertise from CSUN on the coteaching model. In the second year

it provided training in Kagan strategies, and in the third year, advanced Kagan strategies.

Most recently, the district has provided funding for training for our new International Baccalaureate cadre.

Some teachers outside of the core academic classes, such as Visual and Performing Arts, and Career Tech feel their unique needs are not a focus of the Professional Development agenda.

***Area of Strength***

Strong, on-going professional development

***Area of Growth***

There is a need for more targeted professional development for some departments outside the core academic domains.

Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
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The goals laid out in the LCAP embrace the district's overarching goals that have typically guided strategic planning and supports in the district. Aligned with the eight-state priorities, the goals and targets included in the LCAP are coupled with various metrics used to measure progress of student subgroup populations, such as low-income, English Learner, Foster Youth, African-American, Latino, Students with Disabilities subgroups, in order to assess whether resources are impacting student outcomes.

LCAP Goals

For the 2016-2019 LCAP, the District modified and amended targets to ensure recent growth trends are consistent with the goals laid out in the LCAP. In addition, certain metric definitions were modified to establish accurate measure as well as focus on broader outcomes that inform the success of investments made through LCFF. The LCAP Plan and Goals are: (1) 100% Graduation; (2) Proficiency for All; (3) 100% Attendance; (4) Parent Community and Student Engagement; and (5) School Safety.

Bell High School plans with all of its stakeholders to ensure the District's LCAP Goals are in place to support student achievement and ensure students are career and college ready. Below is Bell High's School Level Plan along with the resources available for each category.

100% Graduation

Bell High School will establish an extensive 100% Graduation plan that addresses the needs of all learners and identifies graduation targets for the school-wide population as well as for targeted subgroups such as at-risk students, English

Learners, migrant students, homeless students, and American Indian students. Resources will be allocated to address the needs of these subgroups and to identify specific interventions that lead to 100% graduation. The school staff will provide classroom support, and student monitoring to insure these subgroups are on-track in meeting the A-G and Graduation requirements. Certificated and classified personnel will make sure that the EL student population is instructed in the primary language and properly monitored for student achievement. To support 100% Graduation the following positions and support staff are purchased: 3 CSR Teachers, 3

Teaching Assistants, Secondary Counselor X-Time, General Supplies, 1 Elective Teacher, and Day-To-Day Sub, (Total Funds Used = \$606,137)

#### Proficiency For All

Bell High School will continue to provide ELD services that are aligned with the LAUSD English Language Learner Master Plan and focused on providing support for students to develop English language proficiency in all domains (Listening, Reading, Writing, and Speaking). Also, LEP students will be provided opportunities to reach re-classification status and continue to receive progress monitoring for five more years after their initial reclassification status is attained. This ELD initiative at Bell High School will be maintained by support and classified personnel such as the Title III Coach and TSP Program Advisor. They will work together to provide students services they require based on their needs specifically addressing ELD and Access to Core. The following allocations were provided to support Proficiency For All: Targeted Student Population Advisor (TSP), 4 Assistant Principals, School Administrators X-Time, Coordinators X-Time, Staff Conference Attendance, Senior Office Tech, School Librarian, Librarian X-Time, 3 Paraprofessionals, and Day-To-Day Subs, (Total Allocation = \$1,022,314).

#### 100% Attendance

Bell High School has been experiencing a decrease in the percentage of student attendance. Currently, for 2016-2017 school year there has been a decrease in the range of 1.0-2.2 %. In order to meet the 96.5% attendance goal, Bell High will implement a social/emotional intervention program to establish: (1) the number of at-risk students (including migrant, homeless, and American Indian students) losing instructional time is within the target goal; and (2) the social and emotional interventions are addressed to lessen the number of days absent. Counseling and consultation services during the school day that provide students a space for identifying and discussing the challenges they experience in accessing the curriculum and school in general will also be provided. Various support and classified personnel on campus will play an important role in the program by providing students and their families the support they require.

The Pupil Services and Attendance Counselor along with the Psychiatric Social Worker will practice a multi-tiered approach (Positive Attendance Behavior Support - PABS Model) to promote regular student attendance. In the primary tier, the PSA Counselor will utilize all facets of communication to teach attendance expectations, which are mailed correspondence, Black Board Connect, PA announcements, banners, and student assemblies. In

the secondary tier, the PSA Counselor and PSW will coordinate staff team meetings, referrals to school-based services, and referrals to community agencies, truancy notifications, parent assemblies and case management. This process will remove the barriers that impede the students from being present in school. In the tertiary tier, more targeted services are applied which may include the application of the Student Attendance Review Board (SARB) continuum. Students in this category are provided with intensive case management, and provide professional development for all staff to educate and inform them on how to work with these at-risk students. The positions to support 100% Attendance were purchased using Title 1 Funds since it shares this same goal in the Single Plan for Student Achievement.

### Parent, Community, and Student Engagement

Based on the School Experience Survey the rate of parent participation completing the survey had been slowly increasing since 2013. Bell High School's parent participation for the 2015-2016 school year is 32%. This shows an 8% increase from the previous year, however it is still below the district average of 38%.

The Parent Center will continue to be a liaison between the school and community. A variety of activities and workshops are held at the parent center during school day, after school, and Saturdays to accommodate the various schedules of the parents. The workshops will provide opportunities for parents and the community to be informed regarding school data, school performance, and the various instructional and extracurricular programs that enhance student achievement and lead to student's career and college readiness. The following is a list of parent and student workshops and assembly: student intervention, Parent English classes, Series of computer classes (10 sessions), Bullying, Common Core Readiness, A-G Requirements/Graduation Requirements, Title 1 Parent Involvement Policy, School-Parent Compact, Passport/Schoolology, Parent Socio-Emotional Support Classes (10-week Program), Annual Title 1 Meeting/Elections, School Accountability Report Card, Coffee with the Principal, College Entrance and Applications, Financial Aid, Supporting children at home, among others. To support Parent Community and Student Engagement the following resources are available to parents and students: Community Representative, Parent Conference Attendance, Instructional Materials and Clerical Overtime, (Total Allocation = \$23,843).

### School Safety

For the 2016-2017 school year the number of days lost to suspension was 20 days. Last school year it was 30 days. The percentage of students feeling safe in school grounds increase from

49% to 57%. Bell High School will continue to implement the Positive Behavior Support Plan by the School-wide Positive Behavior Support Specialists (SWPBSS). This is also known as the four Ps model (Be Prompt, Be Prepared, Be Polite, and Be Productive). The SPBSSs and Campus Aides will assist in the implementation of this progressive discipline model along with the District's Student Code of Conduct and Dress Code Policy that will lead to a safer school. The SWPBSSs will also assist classroom teachers and other staff in appropriate protocols that address the needs of all learners to maximize instructional time. To support School Safety conducive to learning the following positions were allocated: 2 Campus Aides and Bldg & Grounds Workers, (Total Allocation = \$141,623).

As mentioned in A2.4, the district begins reviewing the Local Control and Accountability Plan (LCAP) in August, collaborating on effective stakeholder outreach strategies for development of the District's upcoming LCAP goals. LCAP investment meetings are part of this, held throughout the school year.

As part of the comprehensive monitoring process utilized by Local District in evaluating the implementation of the SPSA and LCAP Goals, Bell High School is monitored through the use of the School Support Visit Report completed by the Local District Directors following multiple site-based visits. In addition to ensuring that the school maintains its instructional compass, all school site budgets and allocation of resources are monitored and approved by the Local District Superintendent.

***Area of Strength***

Bell High is in compliance with resource allocations through alignment with LCAP Goals, monitored through the use of the School Support Visit Report overseen by the Local District Superintendent. The system in place uses data to ensure the effective use of funds for all learners.

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

**Summary, Strengths, and Growth Needs**

**Summary (including comments about the critical learner needs)**

Bell High's strong and experienced staff believes in the importance of their Expected Schoolwide Learning Outcomes and can be counted on to benefit from quality professional development. We should have gotten students and parents involved in the ESLO process earlier, and in general we are growing in our ability to communicate with and engage both of these groups. As we get better at this engagement, we hope to see improvements in graduation rates, proficiency and attendance.

The school is in compliance with all district fiscal and hiring practices, including the annual look at data built into the Single Plan for Student Achievement process.

We struggle with the age and condition of our facility, but parents largely feel the school is safe.

We could probably improve communication (about policy, finances, professional development) all around, and we hope that moving to a single track will assist this.

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

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Our 21st century ESLOs truly reflect the efforts our teachers are making the classroom while aligning broadly with district goals.
- Commitment of teachers to supporting the goals of the ESLOs
- The District, school, Administration, and Coordinators work to provide their teams with the proper LAUSD policies and procedures as they are modified and changed from year to year.
- School is compliant in meeting the demands of the District and the compliance initiatives with Board policies
- Clear expectations from a caring and experienced staff.
- We are growing in our ability to connect with a parent population who can be reticent and reserved.
- Bell is in compliance with a clear evaluation and monitoring procedure overseen by the district.
- Bell High stays in compliance all district directives and union contracts

- The district and Bell High's broad-based, collaborative planning process is based on a continuous improvement cycle that has stakeholders look at data, generates strategies and monitor results collaboratively.
- With the district's direction, Bell High shares decision making among stakeholders with common goals.
- New employees start their new position welcomed and prepared.
- Bell High is in compliance with all hiring practices.
- Professional Development is well supported by time and resources, with both external curriculums (Reed) and internal planning meeting given ample time. Data - through surveys and observations - and improving results, attest to its effectiveness.
- Bell High is in compliance with all district fiscal policies.
- Bell's supervision and evaluation procedures are regular, thorough and district compliant.
- Bell High is in compliance with all district fiscal policies.
- Parents trust that their children are safe at Bell.
- In spite of ongoing challenges, Bell is a safe place for student learning, armed with an impressive array of technology.
- Strong, on-going professional development
- Bell High is in compliance with resource allocations through alignment with LCAP Goals, monitored through the use of the School Support Visit Report overseen by the Local District Superintendent.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

- We must be attentive to the effectiveness of each Academy's or Special Project's PD as they build on their efforts to personalize through Project Based Learning and Interdisciplinary lessons.
- There is a need for more targeted professional development for some departments outside the core academic domains.
- Students seem to feel less safe here on campus than other data says they should.
- Some teachers still question where the money comes from and where it goes.
- Students, parents and community need to have a more active part of the yearly review and revision process from the very beginning, and not just in an approval capacity. Teachers need to communicate to students daily the connection between the ESLOs and the lessons taught.
- We need to generate a Vision statement in a collaborative manner.
- Each stakeholder group needs to fully understand the significance of the mission, vision, and ESLOs. Each group must understand their role in implementing these ideas.
- A description of the job duties for the variety of Coordinator positions on site would give teachers a more specific idea of whom they need to speak to when they have a concern about policies and procedures.
- Continue to provide the staff with updated policy and procedure documentation as developed by the Board.
- More parent involvement in the governance of the school is necessary to engage a larger cross-section of stakeholders. As well more student involvement in school governance.
- Some teachers, students and staff may not be fully aware of the various avenues of complaint resolution available to them.
- We do not keep records of the orientation, although we have no reason to believe it is necessary.
- Could an organized observation of an entire ILC team reveal new kinds of data regarding personalization and interdisciplinary effectiveness?
- Pest control remains an issue
- Some of the physical plant infrastructure, such as air conditioning, needs more maintenance than currently supplied.
- Eventually reaching a one-one ratio of computer devices (iPads, Chrome Books or desktops) to students would open up new possibilities for digitalizing our curriculum.