

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

BELL SH (1853601)



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SCHOOL IDENTIFICATION

School Name: BELL SH (1853601) Local District: E

CDS Code	County		District					School						
		1	9	6	4	7	3	3	1	9	3	0	8	6

For additional information on our school programs contact the following:

Principal: BALDERAS, RAFAEL L E-mail address: rbald2@lausd.net
 SPSA Designee: MENESES, MELANIE Position: ADVSR, CTEGORCL PGM E-mail address: mgamboa@lausd.net
 School Address: 4328 BELL AVE, BELL, CA 90201 School Telephone Number: 3238324700

The District Governing Board approved this Single Plan for Student Achievement on:

Received Delegated Authority 11/13/07 for Approval of School Plans for the duration of NCLB

I have reviewed the Single Plan Achievement (SPSA) and Targeted Student Population (TSP)/LCAP plan and recommend both for implementation.

CHRISTINA RICO <hr/> Typed name of Local District Director	<input checked="" type="checkbox"/> <hr/> E-Signature of Local District Director	06/26/2017 <hr/> Date	<p style="font-size: 24px; color: white;"><i>Please sign here</i></p>
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Please print this page and sign.

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the Single Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Director	CHRISTINA RICO <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/26/2017</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	MARITZA MALDONADO <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>05/10/2017</u> <i>Signed Date</i>
Local District PACE Administrator	GILBERTO MARTINEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/21/2017</u> <i>Signed Date</i>
Local District Title I Coordinator	REYNA CORRAL <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/23/2017</u> <i>Signed Date</i>
Federal and State Education Programs	CHRISTINA RICO <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/26/2017</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/09/2017	Maria Flores	<i>Please sign here</i>

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

03/28/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Jose Meza

 Typed name of SSC chairperson



E-Signature of
 SSC chairperson

04/04/2017

Date

Please sign here

BALDERAS, RAFAEL L

 Typed name of school principal



E-Signature of
 School principal

04/04/2017

Date

Please sign here

Please print this page and sign.

2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 1,201,387</u>
<input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 21,114</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 1,222,501</u>	

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

School-Wide Learning Outcomes (SWLOs)

A Bell High School 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.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

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 the society.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:
The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

The City of Bell lies about ten miles southeast of Los Angeles. James George Bell first settled it as an agricultural area in 1876 and it later developed into a triad of urban/suburban communities. These cities – Bell, Maywood, and Cudahy together occupy approximately 5 square miles. Each of these communities are incorporated as a municipality but looks to the Los Angeles Unified School District to provide public K-12 educational services. Bell High School (BHS) offers a wide variety of courses that are equitably distributed across the five Small Learning Communities within Bell; STEM/Magnet, Arts Language Performance Humanities Academy (ALPHA), Advancement Via Individual Determination (AVID), Multilingual Teaching Career Academy (MTCA) and Comprehensive School. Each school offers a full selection of core classes, Advanced Placement, Honors classes, and a variety of electives and foreign languages. All of our students are exposed and participate in a rigorous standards based curriculum.

Bell High School will be transitioning to a single-track traditional calendar. Therefore, the student population and staff will be decreased. For school 2017-2018 BHS will have 2400-2700 students. Bell High School is currently staffed with 151 certificated personnel, 68 classified, and 35 paraprofessionals for a total of 260 employees during the current 2017-2018 school year. 100% of the school's classroom teachers are fully credentialed. The BHS faculty is comprised of 129 teachers with 100% of them being No Child Left Behind (NCLB) Highly Qualified. Of the 129 teachers, there are 90 teachers on track at any one time, 17% of the teachers have over 25 years of experience, 55% of teachers have 10 or more years experience, 24 teachers are Bell High graduates (an astounding 16%), 3 are National Board Certified (NBC) teachers, and 1 is new to BHS this school year.

In order to prepare students to be college and career ready, BHS professional development focuses on instructional practices that will prepare students for the 21st Century including the introduction of Common Core instructional shifts, Next Generation Science Standards, (NGSS), checking for Understanding, access to the Core for English Learners, Writing Across the Curriculum, Collaborative Instructional Structures, Higher Levels of Questioning, Academic Language Objectives and meeting the needs of our Students With Disabilities.

In addition, BHS has several academic grants that involve instructional and cultural focus to the overall school climate. Currently, BHS has the following academic programs: Star Talk and Qatar Foundation International grants to provide funding to enhance the school's cultural and language learning opportunities in Arabic Language; Multilingual Teaching Career Academy (MTCA) supporting a personalized learning environment for students; STEM Magnet that focuses on Science, Technology, Engineering, and Mathematics, Advancement Via Individual Determination (AVID) to support our average students and those who are the first generation in their families to go to college, finally the Comprehensive school which caters to students who have a broader career path. For the upcoming school year, BHS will open its Arts Language Performance Humanities Academy (ALPHA) supporting a personalized learning environment for our English Language Learner students.

Bell High School offers a variety of prevention, intervention and recovery programs designed to target various students. Intersession classes are available for students who have failed classes so that they may earn credit in their core academic courses or for those wishing to boost their grades. The classes offered during the intersessions are based on need, but usually consist of English 9 and 10, Algebra 1, Geometry, Algebra 2, Biology, World History, Government and ERWC A. Intersession also targets the school's ELL and Special Education population. English Learner students are provided with opportunity to practice and improve their literacy skills in English during their first intersession break. Our SDC and MR students are provided services through the Extended School Year program (ESY) during their second intersession break. We also offer 7th period credit recovery courses which targets all grades and tracks when a specific class is needed at BHS that was not offered through track intersession due to not having enough students. Also, when needed, BHS refers students to our intervention partners such as Adult School, Slawson Occupational Center and/or Web Based Program Edgenuity and /or APEX. Students enrolled in our Web Based Programs need to commit to attend class on Saturdays from 8-12 and put in 4 independent hours during the week. If and when students continue to struggle after they have received multiple intervention services, students and parents are encouraged to meet with Intervention Counselor to discuss other alternative educational options and/or community resources such as Bell AEWC and Opportunities For Learning.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Bell High School is part of the Local District East in the Los Angeles Unified School District (LAUSD). Its current enrollment for 2016-2017 school year is 2972, of which 656 students belong to the STEM Magnet, 387 Students With Disabilities, 357 English Learners. It is comprised of 97% Latino, 2% White (Non-Latino) population is mostly Arabic, and 1% combination of African American, Filipino, and Asian.

3. Indicate student enrollment figures:

Bell High School will have a total enrollment of 2638-2699 for the 2017-2018 school year. Based on the School Experience Survey the following is the breakdown of our student population: 21% Gifted and Talented, 13% Students with Disabilities, 12% English Learners, 55% Reclassified Fluent English Proficient and 1% Foster Youth.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

For the school year 2017-2018, 88.92% of BHS students qualify for the Free and Reduced Lunch program.

5. Identify language, racial and ethnic make-up of the student body:

The student population is 97% Latino. Students falling into this category may or may not have been born in the United States and may have parents born in the United States or who emigrated from Latin American countries such as, but not limited to, Mexico, Cuba, El Salvador. The 2% White (Non-Latino) population is mostly Arabic, with Caucasian, African-American and Asian student population usually being in the single digits.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

The student population is 97% Latino. Students falling into this category may or may not have been born in the United States and may have parents born in the United States or who emigrated from Latin American countries such as, but not limited to, Mexico, Cuba, El Salvador. The 2% White (Non-Latino) population is mostly Arabic, with Caucasian, African-American and Asian student population usually being in the single digits. Communication memos, letters, telephone messages, and school data are distributed in English and Spanish. Workshops and meetings are held in English with Spanish translations. Bell High utilize the Arabic speaking staff when necessary to accommodate the needs of students and parents.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School
- Public School Choice (PSC)
- Partnership for Los Angeles Schools (PLAS)
- L.A.'s Promise
- Reed
- Professional Learning Community (PLC)
- Small Learning Community (SLC)

Other important characteristics of the school:

Bell High School will be transitioning to a traditional calendar for the 2017-2018 school year. There will be five academies within BHS; STEM Magnet, Advancement via Individual Determination (AVID), Multilingual Teacher Career Academy (MTCA), Art Language Performance Humanities Academy (ALPHA), and BHS Comprehensive School. Each academy has its own mission and career paths.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

Did the school meet the School's Measurable Objective(s) last year in each of the following areas?

100% Graduation – Did the school meet the School's Measurable Objective last year? Yes No

English Language Arts – Did the school meet the School's Measurable Objective last year? Yes No

Mathematics – Did the school meet the School's Measurable Objective last year? Yes No

English Learner Programs – Did the school meet the School's Measurable Objective last year? Yes No

Student, Staff, Parent and Community Engagement – Did the school meet the School's Measurable Objective last year? Yes No

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Measurable Objective in the current school year? Yes No

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

In addition to the Single Plan for Student Achievement (SPSA), the LAUSD Mission and the BHS Mission and School-Wide Learning Goals, Bell High School was provided the following Schoolwide Areas of Growth as identified on the March 2011 WASC Self-Study Visiting Committee Report:

- Develop a systematic approach to provide families who have internet access a chance to use that technology to keep apprised of their child's progress
- The A-G completion rate and graduation rate is very low in spite of the school's interventions.
- Advisory period is not delivered to the students in a consistent, meaningful manner.
- The SLCs lack consistency in their development of academic progress which align with their titles: MTCA, Humanitas, and Sci-Tech

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

Bell High School will have the WASC visit on November 2017. The school is working on getting six years from WASC. To update and meet the needs of our students, BHS developed the new School Wide Learning Outcomes.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>During the School Site Council meeting the council looked at the Reclassification Data and School Report Card. Mr. Becerra, TSP coordinator reviewed BHS reclassification data. He reported that Bell High School is below the reclassification percentage in the district. The school is currently working and providing support to students meeting the requirements to reclassify.</p> <p>Ms. Meneses, Title 1 Coordinator, went over the data in the 2015-2016 School Report Card. She explained to the council how to use the data in completing the SPSA mid-year evaluation.</p>	12/12/2016
<input checked="" type="checkbox"/> Departments	Ms. Meneses met with the department chairs regarding strategies and programs they implement within their respective departments to increase graduation rate and improve the number of students passing their classes. The Fall 2016 Semester grades were analyzed and discussed. The department chairs will share the data to their teachers and will evaluate their current departmental strategies and how to utilize their SIM funds for the next school year.	01/23/2017
<input checked="" type="checkbox"/> Departments	During the department meetings, each department reviewed the current SPSA and evaluated their respective section of the SPSA and the available data. Mathematics and ELA departments reviewed their current SBAC data along with their SPSA section. This activity was done individually and then in small groups of 3-4 teachers and finally as a department they came up with the whole department recommendations of instructional programs and strategies. Science and Social Studies did the 100% Graduation.	02/28/2017
<input checked="" type="checkbox"/> Other: BHS Leadership Team	This group consist of the Principal, Assistant Principals, SESP, TSP. Technology, and Title 1 Coordinators, and SAA. During the meeting Ms. Meneses discussed that currently, BHS met all goals except Social and Emotional (100% Attendance) and Culture and Climate. Ms. Meneses addressed the need of intervention programs and strategies to improve these two areas.	03/06/2017

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to school's graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

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.

2. For areas in need of improvement, identify the underlying issues related to key findings.

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.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

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.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Bell High School will be addressing this specific goal even though, the school met the graduation rate goal. For the 2017-2018 school year, BHS will be transitioning to a one-track traditional calendar. The students will not have two opportunities to make-up or attend intersession. BHS will continue to implement various student intervention programs, and strategies that worked and help BHS meet its goal. The following will be the changes that BHS will implement to reach the graduation goal; (1) Improve efficiency in providing students with credit recovery pathways that lead towards graduation (2) Increase the promotion of A-G requirements, credit recovery options and attendance policies (3) Streamline the referral process for student support services (4) Formalize student groups aimed at building resiliency, self-regulation skills and improving student motivation and (5) Improve the efficiency of the Student Support Progress Team (SSPT) model to better support students.

State the School's Measurable Objective(s) for 2017-18

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%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Bell High School will utilize a comprehensive 100 % Graduation plan that addresses the needs of all learners and identifies graduation targets for the schoolwide population as well as for targeted subgroups such as at-risk students, English Learners and Students with Disabilities, migrant students, homeless students, and American Indian students. Key strategies will be utilized to achieve 100% graduation. Certificated and classified personnel support will be used to ensure that student populations are properly monitored for achievement. In addition, teachers and staff will receive professional development and support to ensure all students succeed.</p> <p>**Categorical Program Advisor (Title 1 Program Advisor) – will ensure that at-risk students are properly monitored for achievement and that teachers receive professional development and support to ensure that all students are successful and achieve the graduation goals as set in the SPSA. They will work collaboratively in planning and presenting professional development, monitoring the Title 1 program and expenditures, coordinating parent involvement workshops to better support their children and conducting program/student evaluation activities.</p> <p>**Problem Solving Data Coordinator - will provide staff training technical assistance, and use data collection and management to support the variety of campus programs that address all SPSA goals for at-risk students. He will assist and facilitate the expansion of technology as a tool for both instruction and assessments in classrooms that target the instructional needs of at-risk students. He will use data gathered from a variety of sources such as student grades, curriculum evaluation, classroom observation, etc. to inform school practices such as interventions and first-teaching strategies. He will train teachers and staff on how use technology as a tool to enhance student learning and engagement.</p> <p>**The CPA and Problem Solving Data Coordinators will work beyond their scheduled work hours to gather school data such as student grades, intervention program success rate, and program/student evaluation monitor the effectiveness of the teaching strategies, and classroom practices. Findings will be utilized in designing professional development for staff and parent workshops to support the at-risk and low-performing students.</p> <p>**Categorical Program Advisor Differential- supplemental pay for performing indirect program services outside the regular six-hour school day. Duties include planning and presenting professional development, monitoring the Title 1 program and expenditures, coordinating parent involvement workshops, and conducting program/student evaluation activities.</p> <p>**Problem Solving Data Coord. Differential- supplemental pay for performing indirect program services outside the regular six-hour school day. He will work collaboratively with the school-based leadership team to provide modeling and other supportive assistance necessary to implementation of problem-solving activities and serve as the primary source of school data to support evaluation of intervention services.</p> <p>**Staff Training Rate - Provide non-mandated staff training to support classroom teachers for both Tier 1 and Tier 2 intervention that allow students to understand curricular concepts and perform task that require critical thinking skills. Furthermore, teachers will be able to do curriculum planning that put emphasis on instructional strategies to enhance student learning and delivery of classroom instruction to at-risk and low performing students.</p> <p>**Non-Instructional Contracted Services (Toshiba Copiers)- to duplicate and copy instructional materials necessary to support Title 1 programs and students.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Title 1 Program Advisor, Special Educ. Support Coordinator Targeted Student Population, and Data Coordinators will meet weekly throughout the school year with the Principal and other leadership staff to report on services and interventions provided for At-risk, Special Education and English Learner Students. Available data and programs will be reviewed and evaluated to monitor student progress and develop strategies necessary to meet desired outcomes.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide opportunities for core subject teachers; Math, ELA, Science and Social Science to attend workshops and conferences with research-based topics that can enhance learning experiences in the classroom. Workshops include the following: *California Mathematics Conference (CMC) *Jane Schaffer Writing Program *AVID *History-Social Science Framework Conf. *National Teachers Conf. in Mathematics *National Science Standards Conferences *California Association of Teachers of Future Educators.	07/01/2017 06/30/2018	Staff will present during professional development and department meeting upon returning from conferences to build capacity among peers. Principal and Instructional Specialist will monitor strategies and support via weekly observation and actionable feedback.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	117360	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	13205 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	13205	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	11760 - PROB SOLV DT CRD DIF	11760	1,516	0.00	100
CE-NCLB T1 Schools (7S046)	11681 - CRD DIF CAT PRG ADV	11681	1,516	0.00	100
CE-NCLB T1 Schools (7S046)	11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days)	11267	4,674	0.00	100
CE-NCLB T1 Schools (7S046)	11795 - PROB SOLV DT CRD XTM (6 Hrs / 5 Days)	11795	4,674	0.00	100
CE-NCLB T1 Schools (7S046)	50080 - STAFF CONF ATTEND	50080	7,876	0.00	100
CE-NCLB T1 Schools (7S046)	50003 - OTH NON INSTRL CONT	50003	16,500	0.00	100
CE-NCLB T1 Schools (7S046)	11316 - STAFF TRNG R 1 CERT	11316	8,925	0.00	100

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Bell High School will institute a comprehensive 100% Graduation plan that addresses the needs of all learners and identifies graduation targets for the schoolwide population. Providing non-mandated staff training to support classroom teachers for both Tier 1 and Tier 2 intervention that allow students to understand curricular concepts and perform task that require critical thinking skills in preparation for the Common Core State Standards is essential. A variety of school personnel and staff will support student achievement.</p> <p>** Teaching Assistants (TAs)/ Paraprofessionals under the direct supervision of state credentialed teachers will provide opportunities for students to develop content level knowledge and skills, as well as perform complex tasks through pull out programs and small group activities in the classroom. Also, teaching assistants will collaborate with teachers to support classroom environments that target SPSA and departmental goals.</p> <p>**Educ. Aide III - will help support the at-risk students in the AVID program by providing time for tutorial settings for challenging curricular concepts. These tutorial sessions support the regular classroom by providing students' time to access the curriculum. In addition, Education Aide III will support the content area classrooms of ELA, Math, Social Studies, and Science departments with a large population of at-risk AVID students.</p> <p>**Curricular Trips - will supplement the instructional program for at-risk students by creating a connection between the core curriculum and real-life, hands on experiences in order to improve oral and written language skills. For example, Science classes (Biology, Marine Biology, and Chemistry) can explore the various marine organisms, at the Aquarium of the Pacific and Cabrillo Aquarium as well as the fauna and flora at the Malibu Creek Trail and Griffith Park Observatory. Students in the History and ELA classes can expand their knowledge of History and Literature when they visit Museum of Tolerance, Natural History Museum, Paul Getty Museum, etc. This process gives the students the opportunity to apply the knowledge they learn as well as the significance of the information in their everyday lives. The buses will also be used for field trips in various locations and colleges/universities. These trips will allow students to broaden their horizons about college as well as learn about the programs available based on their career paths. Students will be able to plan ahead on their core classes, and the connection of the knowledge they acquire in their core classes to their career pathways. In addition, college field trip opportunities will support the AVID program to continue the goal of 100% high school graduation and 100% enrollment in post-secondary institution of higher learning (more specifically to those students who are among the first one to attend college, and at risk-of not meeting theA-G requirements). The following is a list of locations and universities students will explore and visit: CSULB, SUF, CSLA, CSUDH, UCI, USC, UCSB, UCLA, Discovery Cube, Museum of Tolerance, Los Angeles Zoo, East Angeles College, Griffith Park, Natural History Museum, Cabrillo Aquarium, Aquarium of the Pacific, Los Angeles Science Museum, Los Angeles Museum of Holocaust, Paul Getty Museum of Arts, and among others.</p>	<p>07/01/2017 06/30/2018</p>	<p>TAs and Educ. Aide III will be under the direct supervision of credentialed teachers in the classroom . Theywill be provided with an assignment and schedule every semester which identify their classroom placement. Every 6 weeks teachers will complete the evaluation on the work performed by TAs and Educ. Aide III in the classroom followed by actionable feedback from the Principals, Administrators, TSP and Title I Coordinator.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	24520	11,222	1.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	15,170	0.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A variety of intervention programs outside of the regular school day to address the needs of the at-risk students will be available to students in order to meet the graduation requirements. The following will be the interventions available to students:</p> <p>** Secondary Counselors C4T – To reduce the student to counselor ratio and to provide the following supplemental services: provide individual and group counseling and guidance to students in the academic, personal/social, and career domains; assist in the collection and analysis of data relative to attendance, behavior and achievement; consult with parents and school personnel as a means of helping students with educational and personal problems that may interfere with their learning and success in school. Counselors will also support the following academic programs on campus: Advancement Via Individual Determination (AVID), College Center, Multilingual Teaching Career Academy (MTCA), and the Comprehensive School. In addition, the counselor-student ratio will be reduced to provide opportunities to discuss concerns and issues with their counselors as well as build post-secondary plans and career paths. They will also provide intervention series when necessary such as: guidance in academics, personal/social concerns, and career domains/paths. Referrals to appropriate and effective education opportunities at school such as summer school, 7th period credit recovery, on-line classes (Edgenuity), Saturday school and after school tutoring.</p> <p>**Office Technician – will initiate and maintain liaison with others to provide and/or request information on the Title 1 program and responds to school staff/parent inquiries by telephone and in person. She will also check Title I program forms and records for completeness and accuracy. Finally, she will maintain files, records, and other Title 1 information such as student intervention, professional development, purchase orders, meal applications, and equipment inventory.</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal, Assistant Principals and School Administrative Assistant will monitor and support Office Technician in performing duties to support the schoolwide program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	26288	66,774	1.00	100
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent workshops will be available in various topics such as A-G Graduation Requirement, School Report Card, Jupiter Grades, Socio/Emotional Group Support, Computer class (series of 10 for Beginners, and series of 12 for Intermediate) to educate and inform parents about the curriculum and increase parental involvement. The following are the workshops provided to parents :</p> <p>**Computer Class (Jupiter Grades) – will allow parents to learn how to navigate through the internet and Jupiter grades program and access their child’s academic performance. Parents will learn how to communicate with their child’s teachers on how to improve grades and meet proficiency.</p> <p>**Coffee with the principal – every month parents have the opportunity to meet with the principal as he discusses current school data available (SBAC, SQII, School Report Card, School Experience Survey, etc) as well as changes, and success of Bell High School students.</p> <p>**Parents will have opportunity to visit and observe their child’s classrooms. Twenty-four hour notice is required to inform teachers.</p> <p>**The Community Representatives will be trained by the counselors to educate them regarding graduation requirements and the A-G changing requirements. In addition, parents will have the opportunity to meet and talk to their child’s counselor during the after school parent workshop on IA-G and Graduation Requirements that is presented every semester.</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal, Administrators, TSP Coordinator, and Categorical Program Advisor will monitor activities of the Parent Center and the Community Reps.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to student proficiency in English Language Arts based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

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.

2. For areas in need of improvement, identify the underlying issues related to key findings.

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).

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

Bell High School will not be addressing this goal since the measurable objective was met. However, the ELA instructional strategies, programs, and student support will continue in order to have a steady growth with the SBAC test and increased number of students scoring at the proficient level.

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

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 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.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

N/A

State the School's Measurable Objective(s) for 2017-18

N/A

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Interventions During and After the School Day and Other Supports

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Academic : English Language Arts

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to student proficiency in Mathematics based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

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++.

2. For areas in need of improvement, identify the underlying issues related to key findings.

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).

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

Bell High School will not be addressing this goal since the measurable objective was met. However, the Mathematics instructional strategies, programs, and student support will continue in order to have a steady growth with the SBAC test and increased number of students scoring at the proficient level.

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

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.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

N/A

State the School's Measurable Objective(s) for 2017-18

N/A

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Interventions During and After the School Day and Other Supports

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Academic : Mathematics

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input checked="" type="checkbox"/>	CELDT / AMAOs
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

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:
 ** 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.

2. For areas in need of improvement, identify the underlying issues related to key findings.

Based from the school data, the following are the underlying issues, and areas in need of improvement.
 ** 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 the needs of the various reading abilities. In addition, teachers must create differentiated grouping within the classes to meet the large gap in linguistic abilities.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Bell High School will implement various changes and instructional strategies to meet the measurable objective.
 ** 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.

State the School's Measurable Objective(s) for 2017-18

Bell High School's reclassification rate will increase to 22% by June 2018.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Bell High School has a Title III Coach.		
Bell High School has a Title III Coach.		

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Interventions During and After the School Day and Other Supports

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
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Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

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.

2. For areas in need of improvement, identify the underlying issues related to key findings.

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.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

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).

State the School's Measurable Objective(s) for 2017-18

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%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Parent Center staff will continue to be a liaison between the school and community. A variety of activities and workshops are held at the parent center during the school day (8-11 am), after school (5-7 pm), and Saturdays (8-12 pm) to accommodate the various schedules of parents. Workshops topics include the following:</p> <p>**Title 1 & ELAC Orientation/Election (Aug. 2017), Annual Title 1 Meeting (Sept. 2017), Title 1 Parent Involvement Policy, School-Parent Compact (Oct. 2017), Parent Socio-Emotional Support Classes (Oct/2017. - Feb 2018; 10-week Program)</p> <p>** Parent English classes Mondays/Reading Club - Wednesdays (Sept. 2017-May-2018)</p> <p>**Bullying "What Parents Need to Know" (Oct/2017 & Feb 2018), Common Core Readiness & SBAC Test, A-G Requirements/Graduation Requirements (Sept 2017 & January 2018), School Report Card (Feb. 2018), Jupiter Grades or Schoology (Sept. 2017 & January 2018), Sped. Educ. "Planning Beyond High School" (Nov/2017 & May 2018).</p> <p>**Monthly Coffee with the Principal- Every 4th Friday of the month (Aug. 2017 - June 2018), College Entrance and Applications, Financial Aid (Sept. 2017 & Jan. 2018), and Resources and Support Services at BHS (Sep./2017 & March/2018), Drugs, Alcohol, and Tobacco, Weapons, etc. (Sept/2017 & Feb. 2018)</p> <p>** BHS Parent Center Open House (Aug. 2017 & Jan. 2018), Seniors Events, Graduations etc. (Sept/2017 & Jan. 2018), EL Reclassification (March/April 2018), ELAC, SSC, Parent Volunteer Luncheon (Dec/2017 & June 2018).</p> <p>**Workshops and conferences with research-based topics of discussion are important to increase parent involvement. Parents will be provided with training opportunities to use new internet-based technologies (Jupiter Grades) that increase their overall awareness of tools that will allow parents to better support their children at home. Workshops are also centered on how to support the English Learners and some of the conferences are the California Association for Bilingual Education (CABE), Association of Mexican American Educators (AMAE). After school parent workshops will be available to parents to accommodate working parents who would like to be involved but there is conflict on work schedule.</p> <p>After each workshop, Parent Reps will ensure that all parents will complete the workshop evaluation to get feedback and other concerns and recommendations to better support parents and students. The outcomes of the evaluation will be discussed and actionable feedback will follow from the Principal, Administrators, TSP and Categorical Program Advisor.</p>	<p>08/01/2017 06/30/2018</p>	<p>Principal, administrators, TSP Coordinator and the Categorical Program Advisor will monitor activities of the Parent Center and the Community Reps followed by actionable feedback. Data will be monitored and evaluated to see the impact of the strategies, workshops, and programs being implemented.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To increase, student, staff, and parental participation in the completion of the School Experience Survey, BHS will coordinate with all staff and parents the significance of the survey and provide support to parents in completing the survey. Before the window opens for the survey, a letter, and Connect Ed will be sent to inform parents. It will also be posted in the BHS website, Parent Center and Title 1 page. The paper copy will be distributed to homeroom classes to accommodate parents who prefer to complete the paper copy. 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 survey 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 Coordinators, Paraprofessionals, and Parent Reps will be available to assist and address questions or concerns parents might have (i.e., privacy rights). Furthermore, during parent workshops, parents will have the opportunity to complete the surveys. The data from each school year will be reviewed and evaluated to see the impact of the strategies being implemented.</p>	<p>01/08/2018 02/23/2018</p>	<p>Principal, administrators, TSP Coordinator and the Categorical Program Advisor will monitor activities of the Parent Center and the Community Reps followed by actionable feedback. Data will be monitored and evaluated to see the impact of the strategies, workshops, and programs being implemented.</p>
<p>SIM funds will provide necessary funding for instructional materials for the year-round parent workshops, English Classes, and Parent Support Group.</p>	<p>08/15/2017 10/02/2017</p>	<p>Principal, administrators, TSP Coordinator and the Categorical Program Advisor will monitor purchases of the Parent Center and the Community Reps to ensure purchases are district approved and address the needs of the parental engagement at Bell High School.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	12,370		100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	8,504		100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	40269 - SUPPLMTL INSTRL MAT	40269	28	0.00	100

Focus Area: Student, Staff, Parent Communication

Cultural and Climate : Student, Staff..

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will use a variety of communication tools to increase parent, student, and staff communication. The school will use the community representatives and clerical support staff to communicate to parents for all the BHS workshops and activities at the Parent Center throughout the school year. In addition, clerical staff will prepare information that is to be sent home on a variety of topics related to various programs such as, but not limited to, at-risk students, workshops and training led by certificated staff such as teachers, counselors, deans, among others. The clerical staff will also be utilized during our Open House, Back To School Night, Parent Conferencing, and during our Saturday Parent Workshops. Monthly calendar and Newsletter will be sent home every month to inform parents, students and staff about upcoming events as well as information pertaining to students. Jupiter Grades will be available to parents to access their child's academic performance as well as to communicate with teachers. Finally Black Board Connect system will be used to provide school-to-home communication (District Provided Resource). Finally, the Title 1 and Parent Center web pages will be updated and available to all stakeholders. The web pages contain valuable information on upcoming and important dates to all specially to students and parents.</p>	<p>08/01/2017 06/30/2018</p>	<p>Principal, administrators, TSP Coordinator and the Categorical Program Advisor will monitor activities of the Parent Center and the Community Reps followed by actionable feedback.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

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 in suspension for the current school year has decrease from 36 days to 20 days as of February 2017.

2. For areas in need of improvement, identify the underlying issues related to key findings.

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.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

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 Psychologist, 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 who's children have more than 7 absences per semester must be in placed. For the current schoolyear mentoring program has been in place to motivate students to stay in school.

State the School's Measurable Objective(s) for 2017-18

The school-wide attendance rate will increase to 96.5% by June 2018.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Bell High School will continue to implement the schoolwide attendance program. The Pupil Services and Attendance Counselor will provide trainings and staff development to all teachers, staff and administrators. They must communicate to all staff the attendance goals, attendance programs being implemented, and possible strategies and incentive to promote regular student attendance. Also, during the professional development, student attendance data and current programs in placed must be analyzed and reviewed to see the impact on student attendance.	07/01/2017 06/30/2018	Principal, and Administrators will monitor the activities of the PSA Counselor. They will receive on-going updates on the data, professional development, training, and workshops provided to students, parents, and staff. The administrators will also receive updates and data on the family referral, home visits, incentive success of programs.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Social / Emotional Interventions

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Bell High School will continue to implement a school-wide intervention program. 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 Pupil Services and Attendance Counselor along with the Psychiatric Social Worker (PSW) 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 include mailed correspondence, Black Board Connect, PA announcements, banners, and student assemblies. Furthermore, the PSA Counselor reinforces attendance expectations by establishing individual and group contingencies in order to reward students with good and improved attendance. In the secondary tier, the PSA counselor and PSW coordinate Student Support Program Team Meetings, referrals to school-based services, referrals to community agencies, parent assemblies and case management in order to remove the barriers that impede the students from attending regularly. In the tertiary tier, more targeted services are applied which may include the application of the Student Attendance Review Team (SART) continuum. Students who are in need for tertiary interventions are provided with intensive case management, coordinate a professional development program for all staff to educate and inform staff on how to work with these at-risk students.</p> <p>**The Psychiatric Social Worker will offer school-wide support aligned with Positive Behavioral Interventions & Supports (PBIS) principles, mental health promotion, awareness, and education, including classroom, grade-level and school-wide intervention. In addition, she will provide Universal Strategies/Services, Targeted Strategies/Services as well as Intensive Strategies/Services for those students who need it. The goal is to address social and emotional issues to lessen the days of absences. The PSW provides professional development to students, parents, and staff on mental health awareness. She delivers evidence-based mental health practices to students and parents as well as providing individual, group, and family therapy. The PSW X-Time will be utilized to offer professional development opportunities for staff, parents and students beyond the school day.</p> <p>**The School Psychologist assists counselors and teachers in providing counseling to students individually or in groups when appropriate related to academic problems, at-risk of failing, development of social skills, potential drop-out and underachieving, low-performing and at-risk students. The School Psychologist will assist staff in creating, developing and coordinating intervention referral services such as Student Support and Progress Team (SSPT) and IMPACT groups (curriculum-based prevention and early intervention support group for students), and SWPB activities. The Psychologist X-Time will be utilized to offer professional development opportunities for staff, parents and students beyond the school day.</p> <p>**The school nurse will provide counseling and staff developments on health-related issues, provide family and parent education, as well as assisting in Child Health and Disability Prevention Program (CHDP) exams. In addition, she participates in health counseling for students with conditions that can affect student learning, behavior, attendance and plays an important role in the Student Support and Program Team.</p> <p>**The School Nurse X-Time will be needed to support students beyond her regular work schedule. She will continue to provide counseling and staff developments on health-related issues, as well as family and parent education outside her regular hours when necessary.</p>	<p>08/01/2017 06/30/2018</p>	<p>Principal and Assistant principals will monitor the activities of the PSA, School Psychologist, PSW, and School Nurse. They will receive on-going updates on the data, professional development, training, and workshops provided to students, parents and staff. The administrators will also receive updates and data on the family referral, home visits, success of programs, incentives, and success of counseling and consultation services.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11079 - COUNS PSA X TIME (8 Hrs / 5 Days)	11079	4,926	0.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11072 - PSYCH SOC WKR X TIME (8 Hrs / 5 Days)	11072	4,926	0.00	100
CE-NCLB T1 Schools (7S046)	11832 - PSYCHOLOGIST X TIME (8 Hrs / 5 Days)	11832	4,986	0.00	100
CE-NCLB T1 Schools (7S046)	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 4 Days)	13222	96,902	0.00	100
CE-NCLB T1 Schools (7S046)	12106 - ITIN NURSE (6 Hrs / 3 Days)	12106	69,780	0.00	100
CE-NCLB T1 Schools (7S046)	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	13114	121,440	0.00	100
CE-NCLB T1 Schools (7S046)	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	13222	8,417	0.00	100
CE-NCLB T1 Schools (7S046)	11178 - NURSE SCH X TIME (6 Hrs / 5 Days)	11178	4,674	0.00	100
CE-NCLB T1 Schools (7S046)	12106 - ITIN NURSE (6 Hrs / 0.5 Day)	12106	11,630	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The PWS delivers evidence-based mental health practices to students and parents as well as providing individual group, and family therapy, and offers parent socio/emotional support group every semester. In addition, the PSA Counselor provides parent workshops and education groups, as well as conducting home visits and/or in-home counseling. These are the recommendations of ELAC from the previous year to increase student attendance.	07/01/2017 06/30/2018	Principal and Assistant principals will monitor the activities of the PSA, School Psychologist, PSW, and School Nurse. They will receive on-going updates on the data, professional development, training, and workshops provided to students, parents and staff. The administrators will also receive updates and data on the family referral, home visits, success of programs, incentives, and success of counseling and consultation services.
The School Psychologist will create parent presentations and workshops based on needs assessments to develop targeted presentations on Anti-Bullying Strategies, Behavioral Managements in the classroom and at-home, and Identifying appropriate evidenced-based interventions and collaborate with parents regarding implementation and progress.	07/01/2017 06/30/2018	Principal and Assistant principals will monitor the activities of the School Psychologist. They will receive on-going updates on the data, professional development, training, and workshops provided to students, parents and staff. The administrators will also receive updates and data on the family referral, home visits, success of programs, incentives, and success of counseling and consultation services.

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

The responsibility of every school is to meet the educational needs of all students develop their potential and to make students aware of opportunities for post-secondary education and the workforce. To accomplish this task, BHS has several; academies and programs that involve instructional and cultural focus to the overall school climate and student career path; Multilingual Teaching Career Academy (MTCA), supporting a personalized learning environment for students; STEM Magnet that focuses on Science, Technology, Engineering and Mathematics; Advancement Via Individual Determination (AVID) to support our average students and those who are the first generation in their families to go to college; Arts, Language Performance Humanities Academy (ALPHA) supporting a personalized learning environment for our English Language Learner students; and the Comprehensive School which caters to students who have a broader career path. Each of these academies provide a rigorous educational programs that challenge students, and ensures that all students are fully prepared for post-secondary education. Currently, BHS offers 18 Advance Placement courses, Grade-level, interdisciplinary projects and presentations, presentations by various professionals to inform and educate students on various career paths, concurrent enrollment at East Los Angeles College for students needing advance Mathematics and other courses of interest. Parents-students individualized counseling to design and plan for post-secondary education, a full-time college counselors to assists and support students inquiries and planning for college, DOTS program for our students with disabilities, and intervention program to support struggling students. This coming school-year, BHS will add International Baccalaureate to give opportunities to students to take the test and earn college credits that will be recognized in any college/university around the world.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Bell High School implements the School-wide Positive Behavior Support Team that meets regularly to assess discipline data as a guide to decisions. School-wide Behavioral Expectations, such as the 4 P's (Being Prompt, Prepared, Polite, Productive) are taught through Assemblies, Pamphlets, Classroom visits, Orientations throughout the year and enforced with support from Deans' Office. BHS also has the Dean's office with two full-time staff that act as the triage of discipline. No longer are suspensions a means of discipline. Restorative Justice is now the philosophical approach being implemented to direct a student with behavioral problems. Working closely with Counselors, Probation Officers, School Psychologist, School Police, Local City Police Departments, School Parent Center is the wrap around technique being used. Programs such as EduCare/Counseling, 236/Informal Probation, Enki Program/ PSW, SART/SARB with PSA, Diversion Program/School Police, Parent Classes/Parent Center are facilitated.

Furthermore, Monthly Safety School Collaborative Meetings are held monthly. These meeting involve the Principal, Local Police Authority, Deans, and Counselors throughout area (Maywood/Cudahy/SouthGate/ELC/HP/SouthEast). These meetings give opportunities to share situations of crime/theft/truancies/weapons/drugs, how to deal in various situations as well as prevention. Finally, School-Wide Positive Behavior Support meetings are held monthly with all stakeholders such as parents, students, administration, teachers, deans, campus aides,etc. to inform and discuss how to improve school programs that address BHS needs.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

The Schoolwide Program was jointly developed with the involvement, participation, and inputs from all stakeholders; parents, students, staff, paraprofessionals, community, administrators and other school leaders. Below lists the processes in the development of the schoolwide program.

- 1.) School Site Council meets every 3rd Monday of the month. During the meetings, current and comparative data (graduation rate, SBAC test, attendance, suspension, parent workshops) are presented and analyzed. Using the data SSC members review and evaluate the current Single Plan for Student Achievement (SPSA) to see if BHS is on track to meet the five goals. This is an ongoing process throughout the school year.
- 2.) During the 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 of and have a voice concerning current data and information that impact our students and respective departments. The schoolwide program goals are discussed and input is gathered from all school leaders.
- 3.) 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. It meetings involved analyzing current student grades, SBAC results, and departmental strategies that will enhance student learning to meet the grade level standards. Other discussions include: student intervention, and parent engagement/involvement.
- 4.) Coffee with The Principal and ELAC meetings also 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. A list of parent workshops, for the 2017-2018 schoolyear were discussed and outlined. The parents and community members voice their opinion for workshops that they feel will help them support our student population.
- 5.) The paraprofessionals input is vital to the schoolwide program and student achievement since they work directly with our student population. The SPSA is shared with them during Tuesday PD's. They are then trained on various instructional strategies to help support our EL's , low-performing, and at-risk students.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions."

LOCAL DISTRICT MONITORING

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director's visits to the campus
- 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 maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- 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 instructional support staff.

Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors supporting schools identified as Collaborative Partner, Focus, Priority, Reward, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the Local District Superintendent.

In the box below, Directors must describe the additional services and support provided to the school's instructional program:

Los Angeles Unified School District

2017-2018 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
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Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
2,638	88.92	15.00	1.00	10183 \$ 787,099 10397 \$ 0 10400 \$ 1,001,014 10405 \$ 22,304 Total \$ 1,810,417

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2017-2018 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	606,137	ELs, Low Income, and Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%

G and Graduation requirements.

Certificated and classified personnel will assure that EL student population are instructed in the primary language and properly monitored for student achievement.

** 3 CSR Teachers will support English Learners who are at ELD Levels 1-4 (as measured by the CELDT and RI or any other State assessments for ELs) in ELD and Math classes by providing the necessary integrated ELD, scaffolding, and primary language support to enhance student achievement and teacher efficacy. Program 10183 - Budget items 13271,13247,13269) Total \$ 330,336.

** Mathematics & English Language Arts Auxiliary - will be used in reducing the class sizes in Mathematics and English Language Arts. These are register-carrying highly qualified teachers assigned to teach one additional class period each day from August 15 to June 8, 2017 to support at-risk students by reducing class sizes. Program 10400 (Budget Items 14147 & 14148) Total \$ 36,526

** Sec. Counselor X-Time - to provide supplemental individual and group counseling to students in the academic, personal/social, and career domains. In addition, counselors will provide intervention series so students can meet the A-G and graduation requirements. Program 10400 - (Budget Item 12444) Total \$10,468

** Day-to-Day Sub- To provide release time for the CSR teachers for collaboration time with colleagues, attendance at workshops and conferences and to support during the school's year calendar Program -10183 (Budget Item 10562) \$4,389 & Program 10400 - (Budget Item 10562) Total \$1,463

**3 Teaching Assistants (Paraprofessionals) will support and assist students to develop oral fluency through cooperative group discussion activities, and pull out programs. Paraprofessionals will also collaborate with teachers to support the classroom environments that target and foster English Fluency in Listening, Reading, Writing, and Speaking. Paraprofessional Relief will allow TAs to be of support to the classroom throughout the school year. Paraprofessionals will also support classroom teachers and students in the ELD classes (Program 10183 - (Budget Item #107762) Total = \$55,365, TA Health Benefits Program 10183 - (Budget Item 30210) Total= \$15, 300

** General Supplies - to support interventions in the core instructional program that lead to meeting the school goals for the 2017-2018 school year. Purchases include ink cartridges and toner, paper, laminating materials, writing utensils, presentation boards, classroom materials, etc. Program 10183 - (Budget Item # 40227) \$ 40,019

** Sec. Teacher Electives - will teach an elective arts to allow students to

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satisfy the Graduation and A-G requirements. Program 10400 (Budget Item) 14195) Total \$ 112,271

Grading Policy is an important component in reaching the 100% graduation goal. In general, majority of the teachers use the grading policy below: (Please see the disclaimer)
Grade Distribution and Categories

- Tests, Quiz, Projects 60%
- Classwork /Homework (Labs, worksheets, etc.) 40%

TOTAL 100 %

Grading Scale

- A 90% - 100%
- B 80% - 89%
- C 65% - 79%
- D 50% - 64%
- Fail - 0 - 49%

Disclaimer:

The grading scale and policy presented are tentative plans. The instructors reserve the rights to make changes as student needs and others factors warrant.

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Bell High School will continue to provide ELD services that are aligned to the LAUSD English Language Learner Master Plan and that are 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. They will also facilitate teacher opportunities to do</p>	<p>1,022,314</p>	<p>ELs, Low Income, and Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

the following:

** Targeted Student Population Advisor (TSP Adv) will directly support this plan in order to ensure that EL compliance are met within the Federal and State Guidelines. He will provide services and student support, monitor student progress, and maintain student data, and communicate to parents and staff throughout the school year. In addition, TSP Coordinator will provide professional development that addresses the four domains (Reading, Writing, Speaking and Listening). He will facilitate co-planning, Tuesday PD's, analyze grade-level and department data to determine strategies that work and inform future practices Program 10183 - (Budget Item #11356) Total \$117,610

** 4 Assistant Principal Sec. School - Assists the principal in performing secondary school management duties required by law, by the rules of the Board of Education , and by the District policies and procedures. Assists the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all students subgroups and targeted populations, including English learners, low income students, foster youth, standard English learners, gifted and talented, and students with disabilities. They may also act as administrative head of the school in the absence of the principal. Program 10400 - (Budget Items 13589,13613,13515,13615) Total \$ 605,276

** School Administrator X-Time - will lead teachers and assists principal in the day-to-day operation of the school. Furthermore, they will provide support in the overall campus management, student services, extracurricular activities, and community affairs beyond their scheduled calendar work days. Program 10400 - (Budget Item 13826) Total \$ 4,103

** TSP Advisor & SESP Coordinator X-Time - will perform services outside of the regular assignment basis for the 2017-2018 school year to support students especially those who are in need of intervention. Program 10183 - (Budget Items 11240 & 11327) Total \$14,286

** TSP Advisor & SESP Coordinator Differential - to perform program related activities outside of the regular six-hour work day. Program 10183 - (Budget Item # 11377) Total \$3,032

** Staff Conference Attendance - will provide opportunities for classroom teachers to attend workshops and conferences with researched-based topics that can enhance the learning experience at the school campus when implemented into the classroom. Conferences are aligned to SPSA goals for ELD students supported by research-based strategies and practices Program 10183 - (Budget Item #50080) Total \$5000.

** Senior Office Tech - will provide support to the three subgroups and their families by performing difficult and complex clerical tasks through the TSP office. She will work with the TSP Coordinator and Title III Coach to provide

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services and student support, monitor student progress, and maintain student data, and communicate to parents and staff throughout the school year Program 10183 - (Budget Item 26334) Total \$69,405

** Office Tech - will perform a variety of clerical duties ranging from entry level to those requiring the exercise of judgement based on training and experience; prepares various letters, memos, forms, reports, arithmetical summaries, and other materials that support the schoolwide programs. Program 10400 - (Budget Item #26288) Total \$ 66 298

** Office Tech Supplement - will provide clerical services in connection to BHS schoolwide programs and students beyond the scheduled work calendar days. Program 10400 (Budget Item 12445) Total \$7,245

** Teacher School Librarian - aligns the school library media program, collection, and services with the school curriculum; collaborates with classroom teachers to plan, develop, and implement units of study that promote literacy and integrate information skills to meet District standards. Program 10400 - (Budget item 109033) Total \$ 120,250, Differential Program 10400 - (Budget Item 14112) Total = \$1,274

** Librarian Salary Sub - To provide release time for the librarian for collaboration time with colleagues, attendance at workshops and conferences and to support during the school's year calendar. Program 10400 - (Budget Item 13984) Total \$ 1,463

** Librarian X-Time - to provide support to students and keep the library open before and after school from 6:45 AM - 3:30 PM to give students the opportunity to utilize the school library resources, do homework, and conduct research and reading necessary in their core classes. Program 10183 - (Budget Item #10860) Total \$6,240

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>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, BHSI will implement a social/emotional intervention program to ensure that: (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 barriers they experience to 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.</p> <p>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, 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 these 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.</p> <p>** Non-Instructional Contract (Toshiba Contract) - supplemental reproduction services will be provided to teachers and staff to make in-classroom materials available for student use to help support student understanding and student success Program 10183 - (Budget Item # 50003) Total \$16,500, Potential Funding Variance Program 10183 - (Budget Item 40239) Total = 4,951</p>	<p>16,500</p>	<p>ELs, Low Income, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%

<p>Description of Services that address: 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 of the 2013-2016 school year is 32%. This disaggregated data of low-income, English learners, RFEPs, and foster youth shows an 8% increase from the previous year, however, it is still below the percentage of parent participation on School Experience Survey district average of 38%. The responses from parents and students participating in the survey</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>The Parent Center will continue to be a liaison between the school and community. The Community Representatives play major roles in increasing parent participation, attendance and engagement. They prepare information that is to be sent home as well as organizing a variety of activities/workshops held at the parent center such as; 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, Jupiter Grades, 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.</p> <p>** (945 Hours) Community Representatives - will perform liaison role between the school and the community as the staff of the Parent Center responsible for providing resources for parents such as facilitating parent training, preparing for parent advisory committee groups, coordinating events for parents and community members and supporting communication efforts between the home and classroom. Program 10405 - (Budget Item # 21720) Total \$16,236</p> <p>**Parent Conference and Attendance - to provide parents to attend workshops and conferences related to increasing their knowledge of research-based strategies and practices to support their children's education including California Association of Bilingual Education (CABE), association of Mexican-American Educators (AMAE) and Bell High Schools Parent Workshops. Program 10405 - (Budget Item 50073) Total \$3000</p> <p>** Instructional Materials (IMA) - to provide instructional materials and resources to support parent workshops on the following topics: Program 10405 - (Budget Item # 40267) Total \$1000</p> <ul style="list-style-type: none"> - Developing goals and workshops based on the School-Parent Compact and Title 1 Parent Engagement Policy. - Graduation Requirements, College Entrance and Financial Aid, Supporting children's learning at home, Student Safety (Drugs, weapons, discipline, etc), Technology access and use, - Common Core Readiness, Literacy and Numeracy - School/Student data review - SBAC Testing and data <p>** Clerical Overtime - to perform difficult or complex clerical task related to the program beyond their work hours. Program 10405 - (Budget Item #</p>	<p>23,843</p>	<p>ELs, Low Income, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

21427) Total \$1,100 & Program 10183 - (Budget Item 21427) Total \$1,539

** Custodial Overtime - to perform tasks beyond their regular work schedule and keep a clean and safe school environment Program 10405 - (Budget Item #21532) Total \$ 968

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Currently, for the 2016-2017 school year the number of days lost to suspension is 20 days. Last school year, it was 30 days. The percentage of students feeling safe on campus 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 safe 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.</p> <p>** (2) Campus Aide - will assist in the implementation of the school's progressive discipline model along with the District's Student Code of Conduct and Dress Code Policy that will lead to a safe school. They will also assist classroom teachers and other staff in appropriate school safety protocols in order to maintain a safe an secure learning environment for students and staff before, during, and after school. Program 10183 - (Budget Item # 21573) Total \$ 108,078</p> <p>** Bldg & Grounds Worker - will maintain building and grounds in a clen, sanitary, and safe condition school environment to students, staff, parents and the community. In addition, he will provie informatin in regard to locations of various school facilities, participates in the opening and closing of facilities, and represents the school to the public in the use of the school as a community center. Program 10400 (Budget Item 23019) Total 33,545</p>	<p>141,623</p>	<p>ELs, Low Income, and Foster Youth</p>	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount		CE-NTLB-T1-Targeted (70S46) FTE & Amount		CE-NCLB-T1-Targeted (7E046) FTE & Amount		T3A-LEP-Limited Eng (7T197) FTE & Amount		Total FTE & Total Amount	
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	6.00	110,730	0.00	0	0.00	0	0.00	0	6.00	110,730
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	3.00	348,909	0.00	0	0.00	0	0.00	0	3.00	348,909
11072 11072 - PSYCH SOC WKR X TIME (8 Hrs / 5 Days)	<input type="checkbox"/>	120024	0.00	4,926	0.00	0	0.00	0	0.00	0	0.00	4,926
11079 11079 - COUNS PSA X TIME (8 Hrs / 5 Days)	<input type="checkbox"/>	120024	0.00	4,926	0.00	0	0.00	0	0.00	0	0.00	4,926
11178 11178 - NURSE SCH X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	120044	0.00	4,674	0.00	0	0.00	0	0.00	0	0.00	4,674
11267 11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days)	<input checked="" type="checkbox"/>	190004	0.00	4,674	0.00	0	0.00	0	0.00	0	0.00	4,674
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00	8,925	0.00	0	0.00	0	0.00	0	0.00	8,925
11681 11681 - CRD DIF CAT PRG ADV	<input checked="" type="checkbox"/>	190004	0.00	1,516	0.00	0	0.00	0	0.00	0	0.00	1,516
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00	116,303	0.00	0	0.00	0	0.00	0	1.00	116,303
11760 11760 - PROB SOLV DT CRD DIF	<input type="checkbox"/>	190004	0.00	1,516	0.00	0	0.00	0	0.00	0	0.00	1,516
11795 11795 - PROB SOLV DT CRD XTM (6 Hrs / 5 Days)	<input type="checkbox"/>	190004	0.00	4,674	0.00	0	0.00	0	0.00	0	0.00	4,674
11832 11832 - PSYCHOLOGIST X TIME (8 Hrs / 5 Days)	<input type="checkbox"/>	120024	0.00	4,986	0.00	0	0.00	0	0.00	0	0.00	4,986
12106 12106 - ITIN NURSE (6 Hrs / 0.5 Day)	<input type="checkbox"/>	120041	0.00	81,410	0.00	0	0.00	0	0.00	0	0.00	81,410

13114	<input type="checkbox"/>	120021	0.00	121,440	0.00	0	0.00	0	0.00	0	0.00	121,440
13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)												
13205	<input type="checkbox"/>	190001	1.00	116,303	0.00	0	0.00	0	0.00	0	1.00	116,303
13205 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)												
13222	<input type="checkbox"/>	120021	0.00	105,319	0.00	0	0.00	0	0.00	0	0.00	105,319
13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)												
21720	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	20,874	0.00	0	0.00	20,874
21720 - COMMUNITY REP.												
24520	<input type="checkbox"/>	210001	1.00	11,222	0.00	0	0.00	0	0.00	0	1.00	11,222
24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)												
26288	<input checked="" type="checkbox"/>	240001	1.00	66,774	0.00	0	0.00	0	0.00	0	1.00	66,774
26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)												
30210	<input type="checkbox"/>	340101	0.00	30,600	0.00	0	0.00	0	0.00	0	0.00	30,600
30210 - TA HEALTH&MEDBENEFIT												
40269	<input type="checkbox"/>	430010	0.00	0	0.00	0	0.00	28	0.00	0	0.00	28
40269 - SUPPLMTL INSTRL MAT												
50003	<input checked="" type="checkbox"/>	580002	0.00	16,500	0.00	0	0.00	0	0.00	0	0.00	16,500
50003 - OTH NON INSTRL CONT												
50080	<input type="checkbox"/>	520002	0.00	7,876	0.00	0	0.00	0	0.00	0	0.00	7,876
50080 - STAFF CONF ATTEND												
50174	<input type="checkbox"/>	580012	0.00	15,170	0.00	0	0.00	0	0.00	0	0.00	15,170
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	12,014	0.00	0	0.00	212	0.00	0	0.00	12,226
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			13.0	1,201,387	0.00	0	0.00	21,114	0.00	0	13.00	1,222,501
			0									

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**