Bell High School's Application

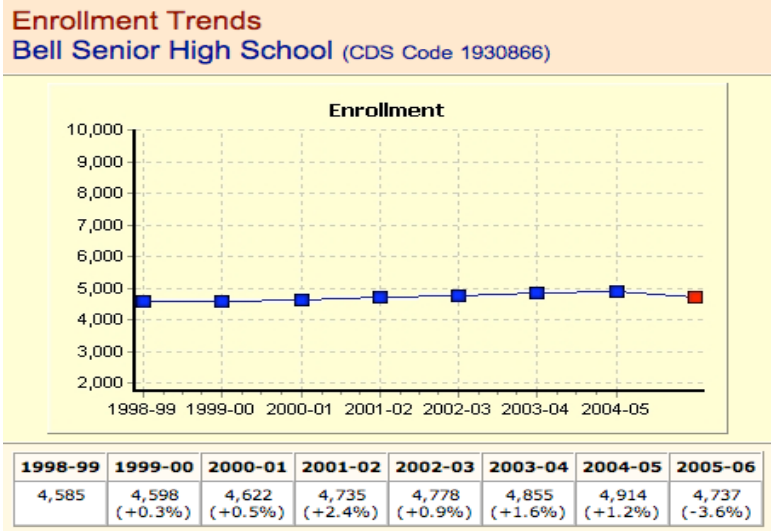
for the

Quality Education Investment Act (QEIA) Grant

(AB 1133)*

*This grant application is in the process of being evaluated by the California Department of Education; results should be known early in May, 2007. The grantee schools will receive annual funding equivalent to $1,000 per student in order to implement and maintain the programs described in the proposal.

CURRENT NEEDS ASSESSMENT



1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
4,585	4,598 (+0.3%)	4,622 (+0.5%)	4,735 (+2.4%)	4,778 (+0.9%)	4,855 (+1.6%)	4,914 (+1.2%)	4,737 (-3.6%)

Figure 1

Introduction. Bell High School (BHS) is an aging, large, overcrowded, urban school which for the past several years has served between 4,500 and 5,000 Los Angeles Unified School District (LAUSD) students grades 9 – 12. The school is located in a densely populated, low socio–economic region of Los Angeles County. More than 25 years ago, severe overcrowding forced the entire Bell K–12 school community to accept multi–track, year–round scheduling as a *temporary* measure. Until this year, when student enrollment dropped to approximately 4,300 because of the opening of a new school, enrollment has risen slowly but inexorably each year (Figure 1); at the present rate of new construction, LAUSD does not expect a drop in BHS enrollment sufficient to return the school to a traditional calendar before the year 2012. *Because of overcrowding, the district has determined that BHS does not have the facilities to provide class size reduction as required by the QEIA legislation*.

Demographics

The demographics of the school reflect a population that is 98.3% Hispanic, a percentage that has remained stable for at least the past 20 years. The percentage of English Language Learners (ELL) is 37.3%, which is in line with a continuously upward annual trend. The percentage of students with special needs is 12%. The percentage of students who qualify for the free or reduced lunch program is 99.7%. More than half of the entering ninth grade class leave the school for one reason or another before graduation; most of this attrition occurs during the first two years of high school. The school is above the district average with respect to percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers. This is particularly true when BHS is compared with other district schools with similar community and student demographics. Parent education levels are low, with more than half reporting less than a high school diploma. Although the school campus itself is perceived by students, staff, and parents as a safe learning environment, aggregate crime rates in the three communities served by BHS, Bell, Maywood, and Cudahy, substantially exceed the national average in murder, robbery, and auto theft.

Collaborative Process

For the past several years, BHS stakeholders, representing teachers, administrators, students, parents, community members, and district personnel, have collaborated in a comprehensive and continuing analysis of the school's performance, culture, and the influence of the community on the school. As a High Priority Schools Grant (HPSG) Immediate Intervention/Underperforming Schools Program (II/USP) school in 2001 – 02, BHS formed a stakeholder action team

composed of parents, community members, administrators, teachers, and students that used a variety of data to develop a plan to improve student academic achievement. The team monitored the implementation of the plan, which in the following year served as the matrix for the BHS Single Plan for Student Achievement (SPSA).

The BHS School Site Council (SSC) was formed in 2003 and worked in collaboration with the HPSG action team in the development and implementation of the SPSA. The SSC is comprised of four classroom teachers, one other school staff member, three parents or community members, three students, and the principal. During the course of each year, the SSC, with recommendations from the parents and community members of the Compensatory Education Advisory Committee (CEAC) and the English Learner Advisory Committee (ELAC) as well as the BHS staff members serving on both the School Based Management Council (SBM) and the Instructional Leadership Team (ILT), reviews the SPSA and makes revisions as necessary based on formative and summative data.

In addition, the BHS school community is continually engaged in the Western Association of Schools and Colleges (WASC) accreditation process, Focus on Learning (FOL). This process requires the regular review of demographics, perceptions, school process, and student learning as part of a data-based needs assessment, resulting in an action plan developed through the work of Focus Groups composed of all BHS staff members and representatives of other stakeholder groups as well. This process is conducted in consonance with the SSC's review of the SPSA, so that in essence the school has a single plan presented in multiple formats. The school's last full WASC accreditation visit took place in the fall of 2005.

Finally, because BHS has been a Program Improvement (PI) school for more than five years, the staff has been required to prepare a restructuring plan. During the 2004 – 05 school year, the school administration and staff drafted and presented to the district an action plan to improve student achievement. All action plans described in this section (HPSG, SPSA, WASC, and PI restructuring) are mutually inclusive and based upon a needs assessment that is a result of broad collaboration, is based on a wide variety of data, and is on-going.

As the school community has grown more aware of the importance of using data in the school improvement process, and in response to the tremendous growth in availability of quantitative data, BHS has recently formed a data team charged with the responsibility of analyzing existing information for use by all stakeholders and developing and applying instruments for gathering qualitative data. The school's increasingly sophisticated use of data is based upon Bernhardt's *Using data to improve student learning in high schools*.

Current Needs Assessment

The district offers several Web-based tools in assisting its schools to gather and analyze quantitative data, including the Decision Support System (DSS) and DSS Stats at a Glance. The California Department of Education (CDE) also provides information through such Web sites as Dataquest and Ed-Data. In addition, the school has recently completed a survey of faculty, staff, and students as part of its Small Learning Community (SLC) evaluation. Parents and other community members were surveyed for the 2005 WASC accreditation visit. During SLC and department meetings, which occur at least monthly, student work has been examined and measured against standards-based rubrics. Quantitative data, including standardized test scores, graduation and drop-out rates, course enrollment and grades, and discipline information, have been compiled and analyzed as part of each of the collaborative processes described above. The school has submitted an annual HPSG progress report to the California Department of Education

(CDE) from 2003 – 2006, as well as an annual progress report to the U.S. Department of Education' SLC program from 2001 – the present.

Basic skills in English/Language Arts and Mathematics. An analysis of aggregate quantitative student learning data indicates that the school is making some headway in improving student achievement for most students. The school has met its API target in 2 out of the past 4 years and has managed to move from decile 1 to decile 2; since 1999, the school's API has risen 96 points. However, as indicated in Figure 2, California Standards Test (CST) results over the past six years show only a modest growth in students scoring proficient or above in English/Language Arts (ELA). With respect to CST scores in Mathematics (Math), the results are less encouraging for Algebra 1 and Geometry students (ninth and tenth grade courses respectively). One implication of these data is that a high percentage of entering BHS students do not have the necessary skills in either ELA or Math to perform grade-level work, as measured against the state content standards. Another implication is that current intervention strategies, though effective in to some degree, are not sufficient to significantly reduce the numbers of students not yet proficient (SNYP) during those critical first two years of high school.

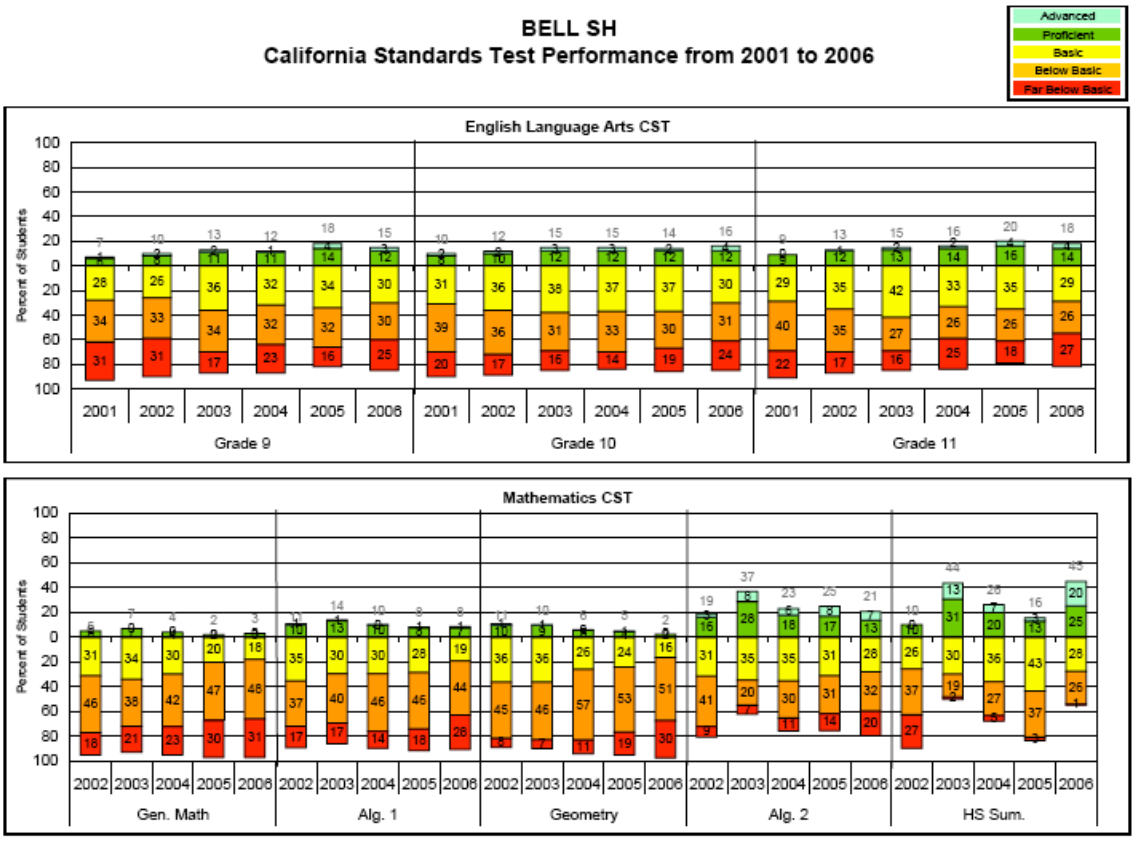


Figure 2

English Language Learners. The situation is particularly acute with respect to the school's 1,576 ELLs, including 273 enrolled in the English Immersion (ESL) program. Of the ELLs who enrolled in the ninth grade in 2001, only 22% graduated four years later, compared to 63.5% of the general BHS student population. In the fall 2006 semester, nearly 23% of ELLs had 15 or more absences. Figure 3 indicates the percentage of ELL students reclassified as Redesignated

Fluent English Proficient (RFEP) by year. Redesignation requires not only adequate scores on the California English Language Development Test (CELDT) but also at least basic scores on the CST and a grade of C or better in the student's English class.

Year	Total EL	Total Reclassified	Percent Reclassified
2005-06	1,774	126	7.1%
2004-05	1,565	33	2.1%
2003-04	1,512	3	0.2%

Figure 3—BHS ELL Reclassification to RFEP

In addition, as might be expected, only two percent of ELLs scored proficient or above on the ELA CST (as compared with 16% for the general student population). With respect to the Math CST, only five percent of ELLS scored proficient or above (as compared with nine percent of the general student population). One implication of these data is that ELLs are even more at-risk for failure because nearly all are entering the school without the grade-level skills. Moreover, even if an ELL successfully progresses through the ESL program, s/he is very likely not to have the ELA skills necessary for success in any of the core curricular classes. This observation is reinforced by qualitative data that show many BHS ELLs entering the U.S. public school system with interrupted or limited prior schooling, coming from families with low academic backgrounds and expectations, and living in homes that lack resources such as encyclopedias, computers, or internet access.

Special Education. Although it has come very close, BHS has yet to successfully meet all criteria established by NCLB to report Adequate Yearly Progress (AYP). The AYP criterion most consistently difficult each year has been the requirement for special needs students to meet the state's standards-based assessment in ELA and Math. This year, only six percent of Special Education (SE) students scored proficient or above on the ELA CST and only two percent scored proficient or above on the Math CST.

Facilities. As part of the needs assessment, the District Facilities Office has provided a comprehensive site analysis with the determination that class size reduction is not possible. Alternative strategies will be required to achieve the same results that class size reduction could realize in a school without such overcrowded conditions.

Major challenges to student achievement. Besides overcrowding, the school faces four primary challenges in its effort to provide all students with a quality education: (1) too many entering ninth graders do not possess the grade-level ELA skills necessary for success in all core curricular classes; (2) many entering ninth graders do not have the grade-level Math skills necessary for success in those Math and Science courses required for promotion to the next grade; (3) ELL students, who represent more than one third of the total student population and who comprise the school's largest significant sub-group, are much less likely to navigate their way to high school completion than RFEP students; and (4) the second significant sub-group, SE students, are still scoring substantially lower than the general student population on standardized achievement tests. The primary indicators arising from these challenges are low academic achievement and a high degree to attrition between matriculation and graduation, particularly in the ninth and tenth grades. Ninth graders in particular are at risk of not making a successful transition from middle school (where social promotion is practiced) to the more rigorous expectations of high school.

STRATEGIES

Introduction. The needs assessment outlined in the preceding section has indicated several areas of need in addition to the four challenges listed above. However, those challenges are the key areas of focus; if energy, time, staff, and resources are channeled to meet them, all areas of need will be ameliorated, leading to improved achievement for all BHS students.

The school, with district support, has already been moving aggressively and proactively to implement its action plan, whose major components include the establishment of SLCs for all students (a district and school initiative), a comprehensive professional development program covering pedagogical and curricular adjustments attendant upon the restructuring to SLCs, the incorporation of data-driven decision-making and instructional practice throughout the school, and a re-examination of the daily instructional schedule with the aim of providing more instructional service. SLCs consist of a Ninth Grade House Academy on all three tracks for all ninth graders as well as three additional Career Path Academies (CPA) on each track for all 10^{th} – 12^{th} graders.

The strategies listed below complement and enhance the currently evolving regular program and are targeted at the areas and students of greatest need, i.e., underclassmen, ELLs, and SE students.

English/Language Arts and Mathematics

As the data show, too many BHS students score basic and below on test scores; some take advantage of and benefit from a variety of interventions, but others, particularly in the ninth grade, disengage from school, either mentally or physically. BHS will provide a systematic approach to this challenge through the adoption of a writing program across the curriculum and the early identification of those students in need of immediate intervention as well as personalized support. Strategies, which target primarily although not exclusively underclassmen, include:

Uniform program for teaching writing. The Six Traits writing program is a comprehensive instructional/evaluative writing program designed not only for ELA students grades 9 – 12 but also as a program for writing across the curriculum. The data say that BHS students in general have difficulty with formal expression and critical thinking. This is particularly true of ninth and tenth graders as well as the school's significant sub-groups, ELL and SE students. The program includes a textbook for each grade level designed to accommodate students ranging from ELL to advanced FEP. The book is designed to support writing across the curriculum. The program also includes an online essay evaluation service that provides instant feedback for students and teachers. The program will benefit students in the following ways:

- All 4,300 BHS students will receive standards-based writing instruction in all classes.
- All ELA and ELL teachers will use a common language, a common assessment, and provide a common opportunity for students to improve their work.
- All teachers will receive professional development designed to:
    - Improve writing instructional practices.
    - Better understand how to assess their students' writing.

- Better understand how to differentiate instruction.
- Provide students with formative assessment/instruction.
- Help them provide instant, high quality, relevant feedback and assessment for the student's writing.

This program will require the purchase of approximately $150,000 in textbooks, $200,000 in software and hardware (laptop computers and carts), $75,000 in professional expert pay for staff development, $75,000 in substitute coverage, and $60,000 for one position to provide technological support for this and other strategies requiring technology. Operational costs will be one-time; personnel costs will be annual.

The measurable goals of this strategy are to increase the number of students scoring proficient or above on the ELA CST by five percent per year and the number of students promoting from ninth to tenth grade by at least ten percent per year.

Enhancing the Ninth Grade House Academy. The Ninth Grade House Academy has been in place for nearly two years. Its goals are to provide more immediate and intensive intervention as needed, to reduce the number of ninth graders who fail to promote to tenth grade, to provide students with a more personalized start to their high school career, and to help students choose which career path they will join as tenth graders. Although overcrowding and limited classroom space preclude class size reduction, it is possible and highly desirable to reduce the counselor to student ratio in order to support these goals. At present, there is one counselor per track assigned to the Ninth Grade House Academy, providing a caseload of approximately 300 per counselor. This strategy will assign one additional position per track by hiring three counselors, thereby cutting caseloads in half, with the following results:

- Increased personalization—more student and parent conferences
- Real time phone calls home as needed
- Immediate response to students in need of academic, behavioral, or emotional intervention
- A mechanism to bring students and teachers together through special co-curricular activities, such as the EduCare program
- The coordination of an incentives program for attendance and academic achievement involving, for example, awards assemblies and curricular trips
- The coordination of specific intervention programs for ninth graders such as twilight school, Saturday school, and after-school tutoring

In addition, three new FTE clerical positions are required to support the work of the Ninth Grade House Academy counselors. One important result of additional clerical support is the ability of the House to present at all times a welcoming and efficient setting for parents who call or drop in; the goal is to ensure that parents, many of whom are not comfortable speaking English, are not intimidated by the school’s size and apparent complexity.

These strategies, which will affect approximately 1,200 students per year, will require the

purchase of 3.0 FTE counseling positions and 3.0 FTE clerical positions. Total staffing costs will be approximately $400,000 per year. An additional $200,000 in teacher Z or X time will be necessary to support additional specific intervention programs such as tutoring and twilight school. Operational costs will include $100,000 in non-instructional contracts (EduCare and assembly providers) as well as $75,000 for instructional materials.

The measurable goals of this strategy are to decrease the failure rate in ninth grade ELA and Math classes by 15% per year, to lower the suspension rate of ninth graders by 25% per year, to increase the number of students who promote from ninth to tenth grade by ten percent per year, and to improve parental perception of school as an accessible and welcoming place to 95%, as measured by parent surveys.

Instructional focus on ninth and tenth grade Math classes. Although space prohibits class size reduction, BHS students in Math classes, particularly ninth and tenth graders, desperately need more individualized attention during the instructional day and more assistance after school and on weekends. If, as one may infer from the CST data, students enter BHS with math skills that are well below grade-level, the Math faculty must make extraordinary efforts to provide timely assistance, particularly in such a linearly structured discipline. If a student fails to grasp a concept in class, interventions that come hours or days later, after school or on the weekend, will not likely be sufficient. Therefore, this strategy calls for several actions:

- The assignment of one additional, highly qualified Math teacher in selected ninth and tenth grade math classes to reduce the student to teacher ratio.
- A less dramatic reduction in student to teacher ratio in other Math classes through the use of auxiliary periods
- Use of the Carnegie Math Program to reduce the failure rate in Algebra 1
- A Math coach/mentor to work with teachers one on one in improving instructional practice
- Saturday school tutoring for students in geometry and above (Ninth Grade House Academy will provide tutoring for algebra 1 students in need)
- Extensive after school tutoring clustered by course

These strategies, which will potentially affect the learning of all 4,300 BHS students, will require six FTE teaching positions (two per track) in order to provide direct classroom support to critical ninth and tenth grade classes at a cost of approximately $360,000. An additional $80,000 will be necessary to support one mentor/coach position. Four auxiliary periods per day will cost approximately $50,000. An additional $200,000 in teacher Z and X time will be required to support weekend and after school tutoring.

The measurable goals for these actions are a five percent increase in the number of students who score proficient or above on both the Algebra 1 and Geometry CST each year as well as a 15% decrease in failures in Algebra 1 and Geometry each year.

Restructure the daily schedule. The school will add an optional 0 and 7th period to the instructional day. This strategy will provide the following benefits:

- Provision for auxiliary course instruction in ELA and Math, particularly for ninth and tenth graders.
- The incorporation of a regular "study hall" into student programs
- Increased opportunities for specialized academic interventions

The cost of this strategy is unknown because it involves contractual issues with respect to length of workday. If ten teachers are paid at an auxiliary rate to cover the additional hours, the cost will reach approximately $300,000.

Although this strategy targets primarily ninth and tenth graders (potentially affecting the programs of more than 2,000 students), increased availability of optional instructional time will also benefit upper classmen in need to academic assistance. The measurable goals for this strategy is an increase in graduation rate by ten percent per year and an increase in students scoring a "C" or better in ELA and Math courses by ten percent per year.

English Learners

In order to close the achievement gap between ELL students and the general student population, the following strategies will be implemented:

Sheltered Instruction Observation Protocol (SIOP) Model. All ELA, ELL, and Math teachers, particularly those with ninth and tenth grade classes, as well as site-based supervisors will be trained in the specific strategies belonging to this research-based model. For ELL students to succeed, they must master not only English vocabulary and grammar but also the way English is used in the core content areas. Using such techniques as visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support, these teachers will make the content comprehensible; students and teachers will be able to scaffold in order to construct meaning and context as they build towards success in core curricular disciplines.

This strategy will require approximately $100,000 in professional expert time for professional development in SIOP strategies. In addition, $100,000 will be required to provide substitutes for those teachers being trained. On-going costs will include enough money to provide training for new teachers as well as periodic refresher training for veterans.

The measurable goal of this strategy is an increase in ELA and Math CST scores among ELL students of ten percent per year.

Additional counselors. Currently, one counselor is assigned to provide intervention services to nearly 1,800 ELLs. We will hire two additional FTE counseling positions in order to reduce the caseload to 600 and to provide one counselor per track. The aim is to provide more timely and effective interventions as well as to improve communication with parents and teachers.

This strategy will require approximately $160,000 in staffing costs as well as $50,000 in alterations and improvements in order to subdivide a large office into smaller spaces to accommodate increased staffing.

The measurable goal of this strategy is an increases in ELL graduation rate by ten percent per year.

Additional Pupil Service Attendance (PSA) counselor. Because the ELL absence rate exceeds that of the general student population, we will hire an additional PSA counselor (1.0 FTE) in order to provide direct services to this significant sub-group. The measurable goal of this action will be a 20% increase in ELL attendance rates per year.

The approximate cost of this strategy will be $95,000.

Enhanced classroom technology. Instructional technology is particularly useful in sheltered classrooms. Differentiated instruction requires a variety of pedagogical approaches and resources. In order to improve instruction for all students, to make classrooms as efficient and student-friendly as those in more affluent, high-performing schools, BHS classrooms will be outfitted with large projection screens and computer LCD projectors with a document reader connected to the computer.

The cost of providing this technology upgrade in all 120 classrooms will be approximately $400,000.

The measurable goal for this renovation will be an increase in the number of students passing core curricular subjects with a grade of "C" or better by at least five percent per year.

Special Education

BHS has made notable progress in conforming to the LAUSD Modified Consent Decree. However, SE students are still performing well below expectations as defined by NCLB. In addition to on-going instructional strategies, two new protocols will be implemented:

Six additional teacher/mentors. The school will hire six additional teacher/mentors, one for Math and one for ELA on each of the three tracks. Each of these individuals will be experienced not only in their respective discipline, but well-versed in SE and ELL tuition as well. Besides regular classroom instruction, their task will be to work with general education and special education teachers assigned to each of the two departments in order to develop strategies for high quality instruction for all students. This strategy will apply a microscope to student learning in ELA and Math classes and will result in a much closer match between student need and instructional application. The teacher/mentor will assist in:

- Identifying students with similar learning needs
- Developing curricular strands in conformance with identified student needs
- Identifying both learning and behavioral issues
- Analyzing learning and behavioral issues in order to develop effective interventions
- Evaluating instructional strategies

Additional staffing associated with this strategy will be approximately $360,000. An additional $100,000 will be needed to supply adequate planning and preparation time.

Measurable goals for these strategies are an increase in SE student ELA and Math scores by ten percent per year and the school's ability to meet its AYP with respect to SE student score and participation rate each year.

SE Learning Laboratories. For those SE students (the great majority) who are mainstreamed in general education classes, the school will establish at least two learning laboratories where SE students will be programmed for two hours per day. Regular school time as well as the optional 0 or 7th period described above will be used to afford all SE students the opportunity to apply the day's learning in a lab situation under the guidance of specially trained teachers. Students with learning disabilities will benefit from the opportunity to immediately ground classroom instruction in practical application.

Costs for this strategy are undetermined. Depending on staffing assignments, personnel costs may approach $150,000 per year; housing requirements depend upon the availability of offices currently occupied by the Adult School.

Measurable goals for these strategies are an increase in SE student ELA and Math scores by ten percent per year and the school's ability to meet its AYP with respect to SE student score and participation rate each year.

Professional development. As the school is in the process of SLC restructuring, it has worked closely with the district in developing a professional development program centered about two primary approaches: (1) the establishment of professional learning communities, following the work of Richard DuFour, et al., and (2) the improvement in student achievement, using the methodologies presented by Wiggins and McTighe in *Understanding by Design*.

These approaches will continue to inform BHS professional development planning; however, as the school plans to implement the strategies described within, an additional emphasis will be required. For example, teachers and counselors will need training in collaboration and co-teaching techniques before the implementation of team teaching strategies in certain critical core subjects. Virtually all the strategies described above require additional planning time; more importantly, teachers will all need to be trained in using data to evaluate the success of the strategies they are introducing into their disciplines or classrooms.

The BHS professional development committee is in the process of developing a long-term professional development plan (three years), which will be presented to the faculty by June, 2007. The plan will include the provisions that meet the requirements of this proposal.

The complete implementation of the plan will require at least $225,000 per year in professional expert time.

Timeline. During the planning year (2007 – 08), the BHS community will use the funding to implement all professional development required by this proposal. In addition, the Six Traits Writing program will be implemented, and additional counselors and clerical staff will be recruited and hired for the Ninth Grade House Academy and the ELL program. By the beginning of the first fully funded school year (2008 – 09), the remaining elements of this proposal will be put in play.

Evaluation. As a condition of its Federal SLC grant, BHS already shares a contract with other LAUSD high schools for the services of an external evaluator (Public Works). If possible, the

school will expand the scope of this contract so that the external evaluator will assist with the formative and summative evaluation required to monitor the QEIA grant. In any event, benchmark data (quantitative and qualitative) will be gathered and shared with the school community before the grant begins. Thereafter, achievement data will be collected and analyzed as available (grading periods, annual tests, etc.), and perception and process data will be measured on a quarterly basis. The school has established a data team, whose work includes analysis and interpretation of data and, most importantly, the promotion of the importance of data in decision-making and instructional practice throughout the school community.

PROPOSAL BASED ON RELIABLE DATA

Student Needs	Strategy	Research
1. Many students perform below grade level in ELA classes and fail to pass from 9th to 10th grade and eventually do not graduate at the end of four years.	Uniform program for writing instruction	Northwest Regional Education Laboratory
	Lower ratio student to counselor ratio in 9th Grade House and ELL program (applies to items 2 – 4 as well)	Lower student to counselor ratios reduce incidents of school discipline problems as well as boost student achievement (Carrell & Carrell, 2006)
2. Many students perform below grade level in Math classes and fail to pass from 9th to 10th grade and eventually do not graduate at the end of four years.	Team teaching in critical classes (also applies to items 3 & 4)	Bottge & Rueda (2006)
	Class size reduction through auxiliary periods and optional 0 and 7th periods (also applies to remaining items)	Regional Educational Laboratory of the Southeast (2002)
	Teacher Mentor/Coach (also applies to item 4)	Felux & Snowdy (2006)
	After-school and weekend interventions	DuPaul & Stoner (2002)
	"Study Hall" during school day or 0 or 7th periods (applies to all items)	DuPaul & Stoner (2002)
3. The school's sizable ELL population scores significantly below the school's general student population on standardized tests; redesignation rates are low.	Implementation of SIOP Model	"Making Content Comprehensible to English Language Learners" (Echevarria, Vogt & Short, 2002)
	Enhanced classroom instructional technology (applies to all items)	Barfield (2003)

Student Needs	Strategy	Research
4. The school's SE students score significantly below the school's general student population on standardized tests.	Co-teaching/planning	Ginsberg (1997)
	Learning laboratories	Friend (2005)

EXCEEDING THE API GROWTH TARGET

Once these strategies are properly implemented and their effectiveness has been checked with periodic formative assessments (with program corrections made as indicated), BHS API scores will meet or exceed growth targets. The following factors will have a positive impact on academic achievement for all students: (1) successful teaching strategies throughout the curriculum, (2) frequent monitoring of results by all stakeholders, and (3) positive personal interaction with students and their families (a primary aim of the SLC restructuring process).

In addition, more timely and effective intervention for those students scoring below basic (BB) or far below basic (FBB) will enable many of them to move toward the proficient (P) level. Strategies specifically addressing the needs of ELL and SE students will begin to close the achievement gap, with resulting higher scores.

Although the school is not seeking to develop a "test-centric" culture in which students and teachers fixate on the various achievement tests, the aim is to inculcate a focus on learning that will help all students face the tests with an attitude of confidence and seriousness. To the extent that the strategies described above provide a stronger sense of community and personalization, and insofar as students realize that their ELA and Math skills more closely match what is being tested, they will be much less likely to give up or to act out because of frustration. As the school and its community provide increased incentive for positive behavior and academic achievement, there will be less need for disincentive and negative attention.

STAKEHOLDER INVOLVEMENT

BHS uses a variety of strategies to communicate with and enlist stakeholder involvement, ranging from school's marquee to the parent newsletter, *The Eagle's Nest*. The school supports and staffs an active Parent Center, in which a variety of classes are held to foster parenting skills, encourage computer literacy, and homework assistance. The school staff includes a great many bilingual faculty members, clerks, and paraeducators, including an Arabic speaker to serve a small but important community served by the school. The school's Web-site contains information concerting calendar and other information useful to parents. A small but active group of parents are involved with the School Site Council and the various Advisory Committees. In addition, parents serve on the School-Based Management Council. During the accreditation process, some parents also serve on Focus Groups. The school regular conducts orientation meetings for middle school students and their parents. Also, parents are invited to Open House activities, which occur twice a year per track. One SLC, Humanitas, holds its own Open House once a year, and the staff of the Ninth Grade House Academy provide many opportunities for parents to interact with the school on both a formal and informal basis.

The BHS data team will soon be preparing a parent survey to gather perception data. The results of this survey will be widely shared throughout the school community.

In fact, the evaluation of progress information will be shared with parents at least twice a year in the school newsletter, on the Web-site, at Council and Committee meetings, general meetings, and Open Houses

INABILITY TO CONFORM TO CLASS-SIZE REDUCTION

As part of the needs assessment, the District Facilities Office has provided a comprehensive site analysis with the determination that class size reduction is not possible. Alternative strategies will be required to achieve the same results that class size reduction could realize in a school without such overcrowded conditions.