



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bellflower Middle & High School	19643031930775	November 1, 2024	December 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bellflower Middle & High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Title I

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Bellflower Middle & High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Title I

Bellflower Middle/High School's mission is through rigorous and engaging college, career, and co-curricular opportunities we develop students who are empowered to be lifelong learners and leaders in an ever-changing global society. Bellflower Middle/High School's vision is we are committed to producing contributing citizens who are prepared to excel in college, career, and civic life.

We strive to have all student's make progress and achieve measurable growth in all academic areas. All students are taught by highly qualified teachers who skillfully use best instructional practices to ensure that all students learn. As a professional learning community, we have built a culture of collaboration to expand our knowledge through collegial collaboration and professional learning. Additionally, our culture of collaboration branches out to include student, parent, and community partner engagement to strengthen the relationships among all educational partners.

Educational Partner Involvement

How, when, and with whom did Bellflower Middle & High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is monitored and updated regularly to address the achievement of the content area learning standards. The SSC, ELAC, and School Leadership Team (SLT) analyze data and use student achievement data to make modifications to the plan annually. Bellflower Middle/High School has a School Site Council that meets on a regular basis. The SSC and ELAC reviewed and analyzed the academic performance data of all student groups in the Fall (September/October) and has considered the effectiveness of key elements of the instructional program for students not meeting student performance targets. As a result, the committee members provide input and adopt various school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. The School Site Council considered the input and approved the revised School Plan on November 6, 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Title 1 Fall Needs Assessment 24-25:

Our school sends out a Title 1 Needs Assessment Survey annually to all educational partners to inform our decision making with regard to our Title 1 spending that has our LCAP Goals Embedded into the survey. This survey was sent to administrators, teachers, classified staff, parents, and

students and received 1,612 responses, 88.8% of the responses were students, 2.7% were parents, 2.2% were classified staff, 5.3% were teachers, and 1.1% were administrators. According to the survey, 67.7% of responses agree or strongly agree that our school is a safe place for students to learn. 79.8% agree or strongly agree that our school emphasizes the importance of student attendance. 69.3% agree or strongly agree that instruction at our school is guided by California Standards and students learn using the adopted curriculum. 64% agree or strongly agree that our school provides professional development to support instructional practices and district initiatives. 66.7% agree or strongly agree that our school effectively communicates with parents and includes them in their child's education.

Title 1 Parent Evaluation 23-24:

Our school sends out a Title 1 Parent Evaluation Survey annually to all families to inform our decision making and evaluation of the program with regard to our Title 1 grant and program that has our LCAP Goals Embedded into the survey. Below are the data percentages for each statement based on responses received by families.

88.4% Yes - I am aware that parents at the school are involved in the development of parental involvement activities through PTA or other committees

83.3% Yes - I received a copy of the Title I school parent involvement policy as part of data confirmation at the beginning of the school year.

85.9% Yes - I am aware that an annual Title I parent meeting informed parents of the Title I program at the beginning of the school year, usually at Back to School Night.

77.6% Yes - I am aware that parents are involved in the planning, reviewing, and improvement of the Title I programs through School Site Council.

68.4% Yes - I am aware that parents were involved in the annual review of the school-parent compact through School Site Council.

86.3% Yes - The school provides many opportunities for parents to be involved with the education of their children.

86.1% Yes - The school has effective ways of communicating with parents.

Student Panorama Survey Fall 2024-25:

The Panorama Student Survey is a research-based student SEL perception survey that collects feedback data for teachers and school administrators. The survey was based on five SEL topics including emotion regulation, grit, growth mindset, self-management, and social awareness; this survey was administered in the Fall 2024. The results from Fall 2024 showed the increase or decrease in each SEL section. Based on the survey results 45% of students extremely easily or quite easily can regulate their emotions, this is a 4% decrease since our last survey. 56% of students have grit and are able to persevere through setbacks to achieve important long-term goals, this is a 1% increase since our last survey. 47% of students have a positive growth mindset, 1% decrease since the last survey. 68% of our students feel they can self-manage their emotions, thoughts, and behaviors, this is a 1% increase in these results since the last survey. Lastly, 55% of our students have social awareness and can consider the perspectives of others and empathize with them, this is a 3% decrease from last year's survey.

Staff Panorama Survey:

A staff version of the Panorama survey was given to our staff in the Fall 2024, the questions reflected SEL professional learning at our school and teacher self-reflection. 49% of teachers thought the of the amount and quality of the professional growth and learning opportunities available to faculty related to social-emotional learning were extremely valuable or quite valuable, this increased 2% since the last staff survey. 69% of our staff feel they can help students who are not motivated to learn, help challenging students, or support student's growth and development. This is a 1% decrease since the last staff survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Bellflower High School formally evaluates probationary and temporary unit members every year and permanent units members every other year. After fifteen (15) years in the District, permanent unit members, with effective evaluations, will be evaluated every five (5) years. However, the evaluator, if he/she believes the unit member is performing unsatisfactorily, may initiate the evaluation process at any time during the year upon written notification to the unit member. Such notice shall include the area where improvement is needed. Informal observations or classroom walk-throughs are conducted on a regular basis.

District instructional rounds are conducted twice a year, one in the Fall and another in the Spring. A group of school and district administrators visit classrooms for approximately 20 minutes and look for the essential components of Strategic Interactive Instruction (SII), Measurable objectives/standards posted, think pair share, no opt out, student engagement, etc., as well as integrated ELD support in all courses for students, which includes language objectives, sentence frames, etc., and use of technology (both staff and student).

School administration have initiated a formal Focus on Learning (FOL) snapshot tool to guide their informal classroom walkthroughs. Administrators look-fors are similar to that of the instructional rounds, in addition to the school identified instructional focus area. Data from the FOL snapshot tool is shared immediately with teachers to inform their instructional practices. The FOL tool is aligned with the district instructional rounds tool.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are conducted and analyzed throughout the school year by teachers and administrators. Local assessment data is available to all teachers who work in Professional Learning Communities (PLC) to go through a continuous improvement cycle annually. Teachers use the findings from the analyzed assessment data to drive their classroom instruction to close any achievement gaps that may exist. CAASPP and CAST state assessments are used to inform instruction in the fall of each new school year and NWEA MAP Growth tests are administered two times a year to assess students in ELA and Mathematics. A district writing assessment is also administered twice a year to assess the writing skills of our students. Data from these assessments drive the conversations in our PLC collaborative groups to identify additional instructional focus areas that best meet the needs of all students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum embedded assessments are continually being used to monitor student progress and modify instruction. However, Bellflower Middle/High School continues to work on increasing the use of common assessments by subject-alike courses to be able to analyze and drive their instruction. NWEA MAP Growth Assessment data is used to identify learning gaps in Reading, Language, and Math in order to provide targeted interventions for all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers on the campus of Bellflower Middle/High School meet the requirements to qualify as highly qualified teachers under ESEA legislation.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Bellflower Middle/High School teach in classrooms that have a sufficient number of instructional resources and professional development opportunities to promote teacher growth. Professional development is provided through PLC meetings, staff meetings, as well as school sponsored and district sponsored professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site and district professional development is offered based on the results of staff surveys, data from instructional rounds visits, and the analysis of student assessment data. Professional development focuses on standards-aligned curriculum as well as the latest researched-based instructional strategies. Current professional development offerings include the following: AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies, Thinking Maps, Strategic Interactive Instruction, Reading Fluency, Active Processing, Growth Mindset, instructional technology platforms, Tiered classroom interventions, and SDAIE Strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Bellflower Middle/High School teachers are working towards implementation of instructional strategies aimed at building academic language and literacy for all students. These efforts are being led by the Instructional Support and Improvement department, which includes several Teachers on Special Assignment. Additionally, Bellflower Middle/High School teachers are being supported by an Instructional Specialist who leads site professional development, as well as oversees the implementation of the ongoing PLC improvement cycle that teachers engage in throughout the school year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided multiple opportunities to collaborate monthly. Bellflower Middle/High School's Professional Learning Community consists of the Administrative team, School Leadership Team, Departments, and subject-alike Crews. Our school has a Monday late-start schedule that allows for each of the respective teams to meet formally one time per month with other opportunities for teachers to meet during a daily planning period. Additionally, Bellflower Middle/High School established Summer Collaboration time in the summer of 2022, and refined the summer collaboration time to be more structured with the facilitation by our Instructional Specialist in the summer of 2023. During these collaboration opportunities, teachers work on refining their pacing guides, plan lessons, analyze assessments, and develop common SMART goals. Additionally, all department chairs have a common prep period for the 2024-25 school year allowing the site leadership team to meet one time per month during the school day. This allows department chairs more time to collaborate with their departments and crews on Monday mornings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All content of the instructional day at Bellflower Middle/High School is aligned to California's content and performance standards. All curriculum has been California State Board of Education approved, and adopted by the BUSD Board of Education. This content is then provided to students through the most effective and research based instructional strategies such as Strategic Interactive Instruction (SII).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes have been submitted and approved according to state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students are placed in intervention/support courses prior to the master schedule being built to ensure meeting students needs. English Learners are placed in the appropriate ELD courses. Students with disabilities that require co-teaching in ELA and/or Math are placed in the appropriate co-teaching sections. Students deficient in credits or who need to improve grade(s) for A-G requirements are placed in Credit Recovery sections during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Up to date instructional materials and curriculum is available for all teachers to access to support all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum and materials at Bellflower Middle/High School are State Board of Education adopted materials that are aligned with the state standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services at Bellflower Middle/High School for under-performing students are provided during the school day and after school. Students deficient in credits are placed in Credit Recovery sections during the school day. Additionally, embedded academic support is offered during each period of the school day provided by their teachers. Students also have access to a comprehensive College & Career Center.

Evidence-based educational practices to raise student achievement

Research based educational practices that have been proven to raise student achievement include the use of SII instructional practices, AVID methodologies/strategies, coupled with the integration of Thinking Maps within daily instruction. Additionally, we continue to advance our classroom instruction with technology to enhance student learning. Bellflower utilizes assessment data to target math and ELA support for students through supplemental intervention programs such as Fast Forward, Clear Fluency, and IXL.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Bellflower Middle/High School has many resources available to assist under-achieving students including the Parent Education Bridge for Student Achievement Foundation (PEBSAF), Caring Connections, LACOE Community Schools Initiative (CSI), College & Career Center access, AVID classes, Success classes for 7th grade students, Credit Recovery during the school day, and Study Skills courses for students in the Resource Specialist Program (RSP). Students and parents also have access to teachers to receive additional support. These resources and supports are available to all students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Family and community support remain an integral part of Bellflower Middle/High School. The collaborative support of the Parent/Teacher Student Association (PTSA), School Site Council (SSC), English Learner Advisory Committee (ELAC), college partnerships, community partnerships, and student organizations provide extraordinary resources, input, and decision-making opportunities where everyone works for the best interests of students. The PTSA meets regularly with the principal to provide support to various academic and extracurricular activities. The SSC meets monthly, reviews data, reviews and provides input to develop the School Plan, and approves the School Plan. The SSC also reviews and approves the school safety plan.

Additionally, Bellflower Middle/High School families have an opportunity to be involved at the district level in the following committees: Citizens Task Force, Career Technology Education Advisory Committee, the District Advisory Group, and the District English Learner Advisory Committee.

Bellflower Middle/High school is also supported by Caring Connections, a nonprofit organization, and the Community Schools Initiative through LACOE. These additional support resources link students and families to additional services that may be required to help improve student achievement and attendance.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Through site categorical funding, the school provides support to meet the needs of underperforming students. Instructional assistants are hired to support English learners in ELD classes. Teachers are provided structured collaboration time during the summer to work on instructional SMART Goals, pacing guides, and common assessments. The AVID elective is currently being implemented in grades 7 through 11, serving 313 students. Funding is provided for AVID summer institute training, AVID Tutors, and schoolwide AVID professional development. Through site categorical funding, the school provides supplemental educational technology programs/access such as EdPuzzle, Edulastic, GoGuardian, and Parchment transcript services. Through Title 1 funds we have also purchased additional Chromebook devices to make our school 2:1, allowing each student to have a device at home, and equipping every classroom on campus with a full class set of Chromebooks. Title 1 funding also provides students with a full-time case manager who arranges social services such as counseling, food, clothing, medical insurance and tutoring. Additionally, a full-time College & Career Counselor is funded using Title 1 funding. District categorical funding provides an Instructional Specialist, and access to educational technology programs, such as: PearDeck, Swank Streaming, iXL, Fast Forward, and Clear Fluency.

Fiscal support (EPC)

The school receives the following fiscal support: Title I, Supplementary Grant, Concentration Grant, SISS, grants and donations. In addition to the school site Title I allocation, the district also provides additional services. The district provides an Instructional Specialist to support teachers and the development of the site instructional program. The district also provides our 7th and 8th grade students access to Think Together through ELOP funding.

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Bellflower Middle/High School is in the orange for English Learner Progress and College/Career and in the red for chronic absenteeism. To address these areas, the school will continue engaging with families to promote consistent attendance through targeted outreach, incentives, and student recognition programs. Additionally, staff will maintain data chats with English Learners to monitor progress and ensure they receive the necessary support in core classes. A strong emphasis will remain on educating students and families about A-G requirements, financial aid, and dual enrollment opportunities to enhance college and career readiness.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Bellflower Middle/High School's suspension rates for African American students are in the red, requiring immediate attention. To address this, the school will review and revise disciplinary practices, implement restorative justice methods, and provide increased support through mentorship and social-emotional learning programs. Additionally, the school will engage families and the community to collaboratively address behavioral issues and support students effectively.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bellflower Middle & High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.33%	0.43%	0.39%	7	9	8
African American	10.08%	10.72%	11.45%	212	222	236
Asian	2.57%	2.32%	2.67%	54	48	55
Filipino	2.90%	3.14%	3.44%	61	65	71
Hispanic/Latino	79.18%	78.07%	77.06%	1,666	1616	1589
Pacific Islander	0.52%	0.53%	0.48%	11	11	10
White	3.09%	3.29%	2.91%	65	68	60
Multiple/No Response	1.05%	1.21%	1.41%	22	25	29
Total Enrollment				2,104	2070	2062

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	328	338	328
Grade 8	340	337	346
Grade 9	359	361	317
Grade 10	412	359	351
Grade 11	347	388	359
Grade 12	318	287	361
Total Enrollment	2,104	2,070	2,062

Conclusions based on this data:

1. The data shows a slight decline in enrollment numbers at Bellflower Middle/ High School over a three year time span. The declining enrollment is happening across most schools in the district and is not specifically isolated to Bellflower Middle/High School.
2. The data shows us maintaining enrollment across all major student groups, with exception to a slight decrease in our Hispanic/Latino student group and a slight increase in African American student group.
3. The data shows a slight increase in the number of Filipino students over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	467	445	405	22.1%	22.2%	19.6%
Fluent English Proficient (FEP)	55	57	635	32.1%	2.61%	30.8%
Reclassified Fluent English Proficient (RFEP)	610	574	582	2.6%	28.99%	28.7%

Conclusions based on this data:

1. The percentage and number of English Learners (EL) have steadily decreased over the three-year period, from 22.1% (467 students) in 2021-22 to 19.6% (405 students) in 2023-24.
2. The combined percentages of Fluent English Proficient (FEP) and Reclassified Fluent English Proficient (RFEP) students have increased significantly in 2023-24. This shift reflects a trend toward higher language proficiency among students, indicating that a larger portion of the student body is achieving English fluency due to effective language acquisition programs and reclassification efforts.
3. The reduction in English Learners (EL) combined with the increase in Fluent English Proficient (FEP) and Reclassified Fluent English Proficient (RFEP) students may shift instructional needs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	330	338	331	325	334	323	324	334	323	98.5	98.8	97.6
Grade 8	344	328	339	331	318	328	331	318	328	96.2	97.0	96.8
Grade 11	293	364	341	287	355	324	287	355	324	98.0	97.5	95
All Grades	967	1030	1011	943	1007	975	942	1007	975	97.5	97.8	96.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2520.	2518.	2506.	10.80	6.59	4.64	28.40	35.63	28.79	27.78	26.95	25.70	33.02	30.84	40.87
Grade 8	2529.	2544.	2543.	7.55	11.01	6.40	30.21	31.45	37.20	30.21	28.93	31.10	32.02	28.62	25.30
Grade 11	2565.	2576.	2604.	16.03	16.62	23.46	31.36	33.52	40.74	28.22	27.89	22.22	24.39	21.97	13.58
All Grades	N/A	N/A	N/A	11.25	11.52	11.49	29.94	33.57	35.59	28.77	27.90	26.36	30.04	27.01	26.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.02	6.91	7.43	57.10	60.96	61.61	34.88	32.13	30.96
Grade 8	9.67	12.89	8.54	52.87	57.55	63.41	37.46	29.56	28.05
Grade 11	13.29	16.38	20.37	61.89	63.84	61.73	24.83	19.77	17.90
All Grades	10.20	12.14	12.10	57.07	60.90	62.26	32.73	26.97	25.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	21.43	14.16	12.38	54.04	59.34	53.25	24.53	26.51	34.37
Grade 8	14.50	15.41	14.33	58.31	59.43	62.20	27.19	25.16	23.48
Grade 11	24.48	21.53	33.02	49.65	56.66	52.47	25.87	21.81	14.51
All Grades	19.91	17.15	19.90	54.21	58.42	56.00	25.88	24.43	24.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.19	10.21	6.50	69.14	72.37	69.97	20.68	17.42	23.53
Grade 8	9.06	12.26	11.89	69.79	71.07	71.04	21.15	16.67	17.07
Grade 11	7.69	10.45	12.96	76.57	76.27	72.53	15.73	13.28	14.51
All Grades	9.03	10.95	10.46	71.63	73.33	71.18	19.34	15.72	18.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	15.74	12.87	12.07	58.95	64.07	58.82	25.31	23.05	29.10
Grade 8	12.39	19.50	17.38	65.56	56.92	65.55	22.05	23.58	17.07
Grade 11	19.16	20.56	21.30	61.67	62.54	66.36	19.16	16.90	12.35
All Grades	15.61	17.68	16.92	62.10	61.27	63.59	22.29	21.05	19.49

Conclusions based on this data:

1. Across all grades combined, there has been a steady increase in the percentage of students meeting the standard, rising from 29.94% in 2021-22 to 35.59% in 2023-24. This upward trend in overall achievement reflects an improvement in schoolwide ELA performance.
2. 66.5% of our 7th grade students and 56.6% of 8th grade students have not met or exceeded the standard. Additional resources will be allocated to support students that nearly met the standard and/those that did not meet the standard.
3. Academic support will be needed for students who are not meeting the standards on the CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	328	338	331	322	333	323	320	333	323	98.2	98.5	97.6
Grade 8	345	327	339	331	316	328	331	316	328	95.9	96.6	96.8
Grade 11	290	364	341	283	355	322	282	355	322	97.6	97.5	94.4
All Grades	963	1029	1011	936	1004	973	933	1004	973	97.2	97.6	96.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2468.	2467.	2469.	5.63	3.30	4.64	16.25	10.21	14.86	21.56	33.03	24.77	56.56	53.45	55.73
Grade 8	2463.	2466.	2490.	7.85	7.91	5.79	7.85	8.54	10.98	16.31	17.09	27.44	67.98	66.46	55.79
Grade 11	2508.	2502.	2527.	3.90	2.25	5.59	8.16	9.30	11.18	24.82	24.23	24.53	63.12	64.23	58.70
All Grades	N/A	N/A	N/A	5.89	4.38	5.34	10.83	9.36	12.33	20.69	24.90	25.59	62.59	61.35	56.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4.69	3.60	4.02	46.56	49.85	48.92	48.75	46.55	47.06
Grade 8	7.25	6.65	4.57	38.97	44.94	58.54	53.78	48.42	36.89
Grade 11	2.48	2.25	6.52	62.06	58.31	68.01	35.46	39.44	25.47
All Grades	4.93	4.08	5.04	48.55	51.29	58.48	46.52	44.62	36.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4.69	3.90	3.41	60.63	60.66	64.40	34.69	35.44	32.20
Grade 8	6.65	5.70	3.96	54.68	51.27	63.11	38.67	43.04	32.93
Grade 11	2.48	3.38	6.83	66.31	60.56	60.25	31.21	36.06	32.92
All Grades	4.72	4.28	4.73	60.24	57.67	62.59	35.05	38.05	32.68

Conclusions based on this data:

1. From the 2021-22 to 2023-24 school years, there has been a slight fluctuation in the percentage of students meeting or exceeding the standard in math, though overall gains remain limited. In 2021-22, 16.72% of students across all grades met or exceeded the standard, which slightly decreased to 13.74% in 2022-23. However, by 2023-24, this percentage rebounded to 17.67%, indicating a minor but encouraging upward trend.
2. 80.5% of our 7th grade students and 83.23% of our 8th grade students have nearly met or not met the standard in mathematics. Additional resources will be allocated to support students that nearly met the standard and/those that did not meet the standard.
3. Academic support will be needed for students who are not meeting the standards on the CAASPP. Mathematics remains an area of focus. Additional resources will be allocated to support students that nearly met the standard and/those that did not meet the standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1546.8	1561.2	1544.3	1535.0	1566.2	1544.7	1558.2	1555.6	1543.4	86	77	90
8	1540.6	1553.8	1566.0	1538.4	1554.8	1566.0	1542.3	1552.5	1565.4	92	73	53
9	1555.7	1551.9	1549.5	1548.6	1548.4	1543.0	1562.4	1554.9	1555.5	88	84	60
10	1556.8	1595.4	1552.7	1551.1	1611.5	1544.9	1562.0	1578.8	1559.7	90	70	73
11	1545.1	1566.7	1563.8	1532.5	1554.8	1564.8	1557.2	1578.0	1562.2	48	65	44
12	1526.9	1551.6	1550.7	1508.0	1549.0	1532.0	1545.1	1553.6	1568.9	40	43	56
All Grades										444	412	376

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	27.06	38.16	32.22	42.35	36.84	33.33	21.18	15.79	21.11	9.41	9.21	13.33	85	76	90
8	14.13	27.40	39.62	42.39	46.58	22.64	26.09	13.70	20.75	17.39	12.33	16.98	92	73	53
9	15.91	18.07	13.33	50.00	38.55	50.00	21.59	24.10	21.67	12.50	19.28	15.00	88	83	60
10	23.33	42.86	22.54	30.00	27.14	30.99	34.44	21.43	28.17	12.22	8.57	18.31	90	70	71
11	12.50	21.88	13.64	33.33	37.50	43.18	27.08	23.44	34.09	27.08	17.19	9.09	48	64	44
12	13.51	16.67	16.07	18.92	30.95	33.93	35.14	23.81	32.14	32.43	28.57	17.86	37	42	56
All Grades	18.64	28.19	23.80	38.41	36.76	35.29	26.82	20.10	25.67	16.14	14.95	15.24	440	408	374

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	35.29	46.05	41.11	48.24	36.84	34.44	8.24	11.84	15.56	8.24	5.26	8.89	85	76	90
8	31.52	49.32	47.17	39.13	31.51	28.30	15.22	9.59	11.32	14.13	9.59	13.21	92	73	53
9	30.68	32.53	25.00	46.59	32.53	50.00	13.64	20.48	11.67	9.09	14.46	13.33	88	83	60
10	35.56	51.43	28.17	27.78	27.14	46.48	26.67	14.29	11.27	10.00	7.14	14.08	90	70	71
11	29.17	32.81	29.55	27.08	31.25	45.45	20.83	26.56	18.18	22.92	9.38	6.82	48	64	44
12	16.22	28.57	26.79	40.54	33.33	35.71	16.22	19.05	23.21	27.03	19.05	14.29	37	42	56
All Grades	31.36	40.93	33.42	38.86	32.11	39.84	16.59	16.67	14.97	13.18	10.29	11.76	440	408	374

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	25.88	25.00	12.22	18.82	25.00	32.22	42.35	32.89	26.67	12.94	17.11	28.89	85	76	90
8	11.96	12.33	22.64	18.48	28.77	26.42	43.48	42.47	20.75	26.09	16.44	30.19	92	73	53
9	9.09	8.43	6.67	31.82	28.92	30.00	38.64	30.12	38.33	20.45	32.53	25.00	88	83	60
10	12.22	17.14	8.45	26.67	32.86	28.17	36.67	34.29	36.62	24.44	15.71	26.76	90	70	71
11	8.33	10.94	4.55	18.75	29.69	25.00	39.58	37.50	45.45	33.33	21.88	25.00	48	64	44
12	8.11	7.14	21.43	13.51	21.43	8.93	32.43	33.33	39.29	45.95	38.10	30.36	37	42	56
All Grades	13.41	13.97	12.57	22.50	28.19	25.94	39.55	35.05	33.69	24.55	22.79	27.81	440	408	374

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	16.47	27.63	28.09	65.88	60.53	55.06	17.65	11.84	16.85	85	76	89
8	15.56	24.66	32.08	65.56	61.64	50.94	18.89	13.70	16.98	90	73	53
9	7.95	15.66	8.33	79.55	66.27	81.67	12.50	18.07	10.00	88	83	60
10	8.99	27.14	12.68	83.15	61.43	69.01	7.87	11.43	18.31	89	70	71
11	4.17	12.50	11.36	56.25	64.06	68.18	39.58	23.44	20.45	48	64	44
12	5.41	14.29	3.92	59.46	47.62	56.86	35.14	38.10	39.22	37	42	51
All Grades	10.76	20.83	17.12	70.48	61.27	63.32	18.76	17.89	19.57	437	408	368

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	56.47	69.74	66.67	36.47	23.68	25.56	7.06	6.58	7.78	85	76	90
8	43.48	70.42	66.04	42.39	21.13	20.75	14.13	8.45	13.21	92	71	53
9	60.23	69.88	65.00	28.41	20.48	18.33	11.36	9.64	16.67	88	83	60
10	58.89	81.16	75.00	32.22	13.04	14.71	8.89	5.80	10.29	90	69	68
11	56.25	62.90	72.73	18.75	30.65	20.45	25.00	6.45	6.82	48	62	44
12	43.24	64.29	58.93	27.03	16.67	28.57	29.73	19.05	12.50	37	42	56
All Grades	53.86	70.22	67.39	32.50	21.09	21.56	13.64	8.68	11.05	440	403	371

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	19.05	26.32	13.48	52.38	42.11	41.57	28.57	31.58	44.94	84	76	89
8	17.58	20.83	30.19	26.37	41.67	28.30	56.04	37.50	41.51	91	72	53
9	15.91	15.66	15.00	50.00	39.76	48.33	34.09	44.58	36.67	88	83	60
10	20.00	28.57	24.29	46.67	48.57	38.57	33.33	22.86	37.14	90	70	70
11	14.58	21.88	9.09	41.67	45.31	43.18	43.75	32.81	47.73	48	64	44
12	16.22	9.52	21.15	29.73	40.48	40.38	54.05	50.00	38.46	37	42	52
All Grades	17.58	21.13	18.75	42.24	43.00	40.22	40.18	35.87	41.03	438	407	368

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	24.71	28.95	23.33	67.06	57.89	68.89	8.24	13.16	7.78	85	76	90
8	3.33	5.48	22.64	84.44	84.93	69.81	12.22	9.59	7.55	90	73	53
9	3.49	0.00	0.00	82.56	86.75	83.33	13.95	13.25	16.67	86	83	60
10	6.74	7.14	4.23	76.40	85.71	78.87	16.85	7.14	16.90	89	70	71
11	12.50	20.31	13.64	62.50	65.63	75.00	25.00	14.06	11.36	48	64	44
12	13.51	11.90	8.93	48.65	61.90	71.43	37.84	26.19	19.64	37	42	56
All Grades	10.11	12.01	12.57	73.56	75.00	74.33	16.32	12.99	13.10	435	408	374

Conclusions based on this data:

1. Overall out of 374 students, 59% scored a 3 or 4 overall.
2. Oral Language, Listening, and Speaking domains remain a strength with 73.26% scoring well developed or somewhat/moderately developed in oral language, 80.44% in listening, and 88.95% in speaking.
3. The data shows a continued need on school-wide literacy strategies and integrated english language development. 41.03% of students scored in the beginning performance level in the reading domain. Additionally,

there is a continued need to provide teachers with the resources and support necessary to meet the needs of English learners in their classrooms.

School and Student Performance Data

California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,062	85.8%	19.6%	0.9%
Total Number of Students enrolled in Bellflower Middle & High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	405	19.6%
Foster Youth	18	0.9%
Homeless	47	2.3%
Socioeconomically Disadvantaged	1,770	85.8%
Students with Disabilities	355	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	236	11.4%
American Indian	8	0.4%
Asian	55	2.7%
Filipino	71	3.4%
Hispanic	1,589	77.1%
Two or More Races	29	1.4%
Pacific Islander	10	0.5%
White	60	2.9%

Conclusions based on this data:

1. Bellflower had 2,062 students enrolled in the 2023-24 school year. Over 85.8% of the student population is socioeconomically disadvantaged. 19.6% of our students are English Learners and 0.9% of our students are Foster Youth.
2. The largest student group at Bellflower Middle/High School are socioeconomically disadvantaged at 85.8%. The second largest student group are English Learners at 19.6% of our total population.
3. Bellflower Middle/High School's enrollment is 77.1% hispanic, 11.4% are African American, and 2.9% are white.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  Red	
English Learner Progress  Orange		
College/Career  Orange		

Conclusions based on this data:

1. Bellflower High School's graduation rate fell to the yellow in 2024.
2. Bellflower High School's performance in Math improved to Yellow. English Language Arts maintained in yellow, and English Learner Progress fell to orange.
3. Bellflower High School's chronic absenteeism is in the red, suspension rate is in the yellow, and college/career readiness is in the orange.

School and Student Performance Data

Academic Performance English Language Arts

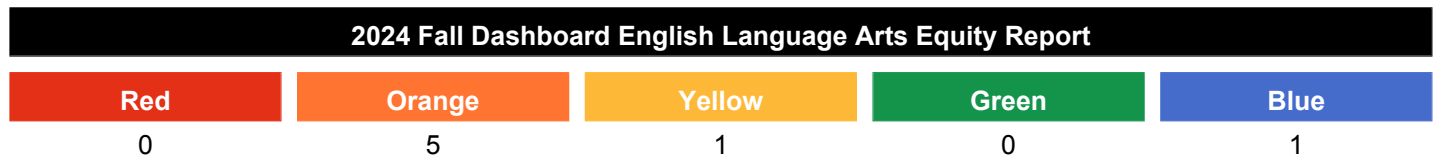
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 13.8 points below standard Increased 4.8 points 943 Students	English Learners  Orange 50.9 points below standard Increased 12.3 points 262 Students	Long-Term English Learners  Orange 73 points below standard Increased 6.5 points 153 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Homeless  No Performance Color 105.4 points below standard Maintained -2.5 points 21 Students	Socioeconomically Disadvantaged  Yellow 17.2 points below standard Increased 6.6 points 843 Students

Students with Disabilities  Orange 97.7 points below standard Increased 13.3 points 164 Students	African American  Orange 30 points below standard Maintained 2.4 points 111 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 62.4 points above standard Increased 48.6 points 25 Students	Filipino  Blue 57.8 points above standard Increased 21.2 points 37 Students	Hispanic  Orange 19 points below standard Maintained 1.1 points 718 Students
Two or More Races  No Performance Color 17.2 points below standard Increased 32.1 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  No Performance Color 21 points above standard Increased 36.3 points 24 Students

Conclusions based on this data:

1. As a school, the dashboard indicates that students at Bellflower Middle/High School scored 13.8 points below standard in English Language Arts and we maintained in the yellow while increasing 4.8 points.
2. English Learners increased by 12.3 points and Students with Disabilities increased by 13.3 points. These subgroups still need additional support. Additional resources will be allocated to support students.
3. Our Hispanic and African American subgroups maintained progress.

School and Student Performance Data

Academic Performance Mathematics

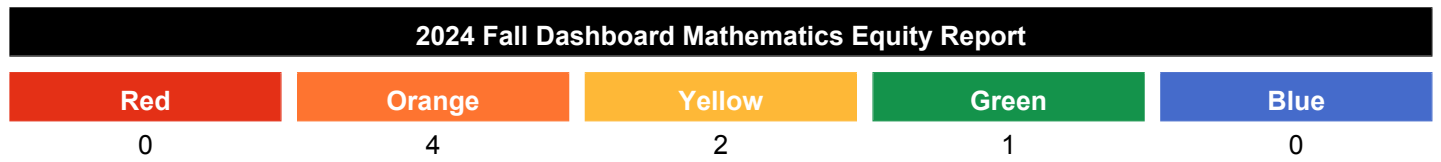
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 97.4 points below standard Increased 16.2 points 944 Students	English Learners  Orange 127.8 points below standard Increased 17.7 points 267 Students	Long-Term English Learners  Orange 152.3 points below standard Increased 12.7 points 152 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Homeless  No Performance Color 164.9 points below standard Increased 26.4 points 24 Students	Socioeconomically Disadvantaged  Yellow 98.9 points below standard Increased 18.2 points 841 Students

Students with Disabilities  Orange 176.8 points below standard Increased 17.8 points 164 Students	African American  Orange 122.2 points below standard Increased 12.8 points 110 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 0.7 points above standard Increased 72.6 points 27 Students	Filipino  Green 10.5 points below standard Increased 18.1 points 37 Students	Hispanic  Yellow 103.2 points below standard Increased 13.5 points 718 Students
Two or More Races  No Performance Color 98.5 points below standard Increased 40.1 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  No Performance Color 66.6 points below standard Increased 31.1 points 25 Students

Conclusions based on this data:

1. Bellflower's performance in math increased 16.2 points overall and has moved to the yellow.
2. Our African American subgroup increased 12.8 points, English Learners increased 17.7 points, LTEL's increased 12.7 points, and Students with Disabilities increased 17.8 points.
3. Although we have seen some gains in Mathematics, our students require additional support. Additional resources will be allocated to support students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
48.3% making progress.	49% making progress.
Number Students: 348 Students	Number Students: 292 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.6%	30.2%	9.8%	38.5%

Conclusions based on this data:

1. The dashboard shows that 48.3% of Bellflower Middle/High School's English Learner population is making progress towards English language proficiency.
2. The data also shows that 21.1% of English Learners decreased one ELPI level. 40% of English Learners maintained their ELPI level, and 38.5% of English Learners progressed at least one ELPI level.
3. Continued use of ELPAC scores will help staff guide instruction and measure growth. To ensure that the needs of all EL students are being met, the English Language Advisory Council (ELAC)—comprised of the parents of EL students—meets multiple times per academic year to share and receive information about available school resources.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

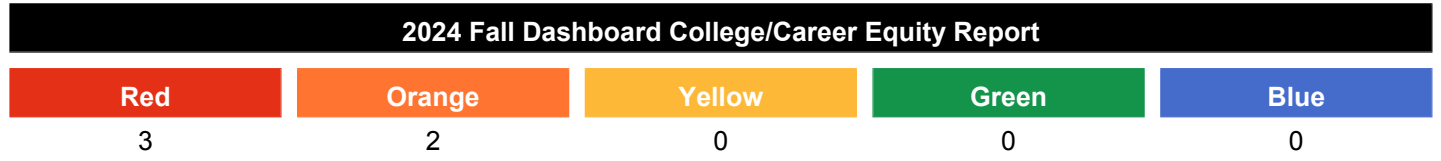
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange 28.9 Prepared Declined -4.2 370 Students	English Learners  Red 4.4 Prepared Maintained -1.7 90 Students	Long-Term English Learners  Red 4.3 Prepared Maintained -1 69 Students
Foster Youth  No Performance Color Less than 11 Students 0 4 Students	Homeless  No Performance Color 5.6 Prepared 0 18 Students	Socioeconomically Disadvantaged  Orange 28.3 Prepared Declined -4.9 350 Students

Students with Disabilities  Red 1.5 Prepared Maintained -0.5 68 Students	African American  No Performance Color 34.2 Prepared Increased +16.8 38 Students	American Indian  No Performance Color Less than 11 Students 0 1 Student
Asian  No Performance Color Less than 11 Students 0 7 Students	Filipino  No Performance Color 41.7 Prepared Declined -22 12 Students	Hispanic  Orange 28.1 Prepared Declined -5.9 295 Students
Two or More Races  No Performance Color Less than 11 Students 0 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 18.2 Prepared Declined -8.5 11 Students

Conclusions based on this data:

1. The dashboard shows that 28.9% of Bellflower students are prepared for college and career.
2. The counseling office staff need to continue to monitor student progress and increase students who are complete a-g requirements, as well as, complete CTE pathways
3. We need to provide interventions in English and Math for significant subgroups and at risk students to improve academic achievement

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 19.5% Chronically Absent Increased 4.7 706 Students	English Learners  Red 15.8% Chronically Absent Increased 3.5 158 Students	Long-Term English Learners  Orange 15.9% Chronically Absent Increased 3.4 126 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  No Performance Color 46.7% Chronically Absent 0 30 Students	Socioeconomically Disadvantaged  Red 20.1% Chronically Absent Increased 5 638 Students

Students with Disabilities  Red 23.6% Chronically Absent Increased 1.2 127 Students	African American  Red 25.5% Chronically Absent Increased 8.6 94 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 14.3% Chronically Absent Increased 7.6 14 Students	Filipino  No Performance Color 6.9% Chronically Absent Increased 6.9 29 Students	Hispanic  Orange 18.3% Chronically Absent Increased 2.8 531 Students
Two or More Races  No Performance Color 33.3% Chronically Absent Increased 10.3 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  No Performance Color 27.8% Chronically Absent Increased 19.4 18 Students

Conclusions based on this data:

1. The dashboard shows that Bellflower Middle/High School is in the red range but has increased slightly. The data shows that 19.5% of Bellflower Middle/High School students are chronically absent.
2. Bellflower Middle/High School is red for our African American, English Learners, Socioeconomically Disadvantaged, and students with disabilities subgroups.
3. The school will continue to work on lowering chronic absenteeism by educating families on the importance of attendance, building strong relationships with students and families, offering targeted support services, creating engaging and inclusive learning environments, and proactively identifying and addressing barriers to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

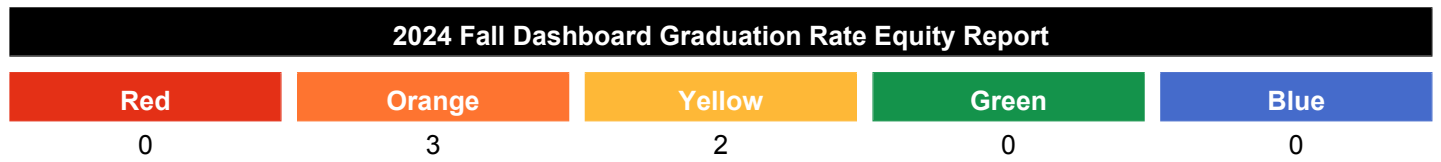
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 93.8% graduated Declined 3.1% 370 Students	English Learners  Orange 84.4% graduated Declined 7.9% 90 Students	Long-Term English Learners  Orange 85.5% graduated Declined 10.9% 69 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color 83.3% graduated 18 Students	Socioeconomically Disadvantaged  Yellow 94% graduated Declined 2.8% 350 Students

Students with Disabilities  Orange 86.8% graduated Declined 13.2% 68 Students	African American  No Performance Color 92.1% graduated Declined 7.9% 38 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color 100% graduated Increased 9.1% 12 Students	Hispanic  Yellow 94.2% graduated Declined 3.6% 295 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 81.8% graduated Declined 4.8% 11 Students

Conclusions based on this data:

1. The dashboard shows that Bellflower Middle/High School's graduation rate for all students is at 93.8% and is at the yellow level, this is a 3.1% decrease from the previous year.
2. The dashboard shows that the graduation rate declined in all student groups.
3. We will continue to provide interventions for students who are not meeting the required level of standards mastery, particularly for significant subgroups and at risk students.

School and Student Performance Data

Conditions & Climate Suspension Rate

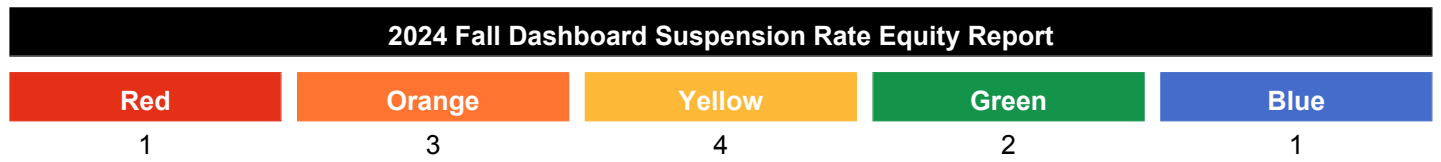
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 7% suspended at least one day Declined 2.4% 2196 Students	English Learners  Yellow 7.2% suspended at least one day Declined 3% 444 Students	Long-Term English Learners  Yellow 6.8% suspended at least one day Declined 3.5% 353 Students
Foster Youth  No Performance Color 21.7% suspended at least one day Increased 9.2% 23 Students	Homeless  Orange 16% suspended at least one day Declined 5.3% 94 Students	Socioeconomically Disadvantaged  Yellow 7.4% suspended at least one day Declined 2.3% 1907 Students

Students with Disabilities  Yellow 12.3% suspended at least one day Declined 3% 383 Students	African American  Red 22.2% suspended at least one day Increased 6.6% 257 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Asian  Blue 0% suspended at least one day Declined 6.1% 59 Students	Filipino  Green 1.3% suspended at least one day Declined 1.7% 75 Students	Hispanic  Green 5.2% suspended at least one day Declined 3.9% 1685 Students
Two or More Races  Orange 8.3% suspended at least one day Increased 2.8% 36 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 18.2% 11 Students	White  Orange 9.2% suspended at least one day Increased 0.8% 65 Students

Conclusions based on this data:

1. The dashboard shows that Bellflower Middle/High School has improved to the yellow range. The data shows that 7% of Bellflower Middle/High School students have been suspended at least once, which is a decrease of 2.4%.
2. Bellflower Middle/High School's African American student group is in the red range. The data shows that 22.2% of students in the African American student group have been suspended at least once.
3. Bellflower Middle/High School will continue to implement Positive Behavior and Interventions Support, Restorative Justice, and Social Emotional Learning practices to support students and lower our suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Bellflower High School will provide a high quality curricular and instructional program for all students

Site Goal 1A: SEL

Implement social emotional learning opportunities for students through SEL curriculum, Restorative Practice community circles, and full implementation of PBIS to create a sense of community within classrooms and a positive school culture for students to persist with learning challenges and be academically successful.

Site Goal 1B: Professional Growth

Improve the quality of Tier I instruction in all classrooms through professional development opportunities, effective planning using the PLC template, and integration of district initiatives.

Site Goal 1C: Highly Qualified Teaching Staff

All students will continue to be taught by highly-qualified teachers every year.

Site Goal 1D: Technology

Technology will be provided to teachers and students to ensure that students are able to meet the demands of 21st century learning and be prepared for college, career, and civic life.

Site Goal 1E: Safety and Custodial Operations/Services

Maintain facilities in good repair and ensure safety of students and employees through custodial, maintenance and operations, and staff services.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students safe, collaborative conditions for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase student engagement; to maintain/increase our sites basic conditions to increase our school climate; and to increase the percentage of students completing A-G course and increase the percent of English learners that meet reclassification criteria.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate (2022-23)	Graduation Rate 96.9%	Increase graduation rate by at least 2%
California School Dashboard Student Attendance (2022-23)	Chronic Absenteeism performance level as measured by the California School Dashboard. All Students 14.9% English Learners 12.4%	Decrease chronic absenteeism for all students and sub groups by 5%

	Socioeconomically Disadvantaged 15.1% SWD 22.4% Hispanic 15.5% African American 16.9%	
Suspension Rate (2022-23)	Suspension Rate 9.4%	Lower suspension rate by at least 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Bellflower Middle/High School provides a safe school environment and aims to support the wellbeing of students and staff through security, safety, and supervisory personnel. To promote a safe environment focused on student's social-emotional well-being at school, Bellflower incorporates Positive Behavior Intervention & Support (PBIS) strategies. Additionally, Bellflower implements its School Safety Plan, which includes, 1) Discipline procedures, 2) Safety and security procedures, 3) Prevention activities for safety, 4) discipline and drug-free environments, 5) PBIS, 6) A crisis management plan for responding to violence or traumatic incidences on school grounds, 7) A code of conduct for all students, 8) Prohibition of the use of tobacco, 9) Displaying signs and communication information on the tobacco-free policy to school personnel, parents, students, and the community, 9) Suspension and expulsion procedures for violations of the Education Code. In order to expand behavior and attendance support, a Dean of Climate & Culture has been added to the administrative team and one additional Security personnel has been added to the Security team. The Dean of Climate & Culture supports the systems already in place to promote appropriate student behavior and focus on promoting, establishing, and maintaining good attendance and school engagement. The Dean also supports student success through the identification and classification of students and appropriate supports. The Dean connects students with the appropriate interventions and supports that increase positive behaviors and prevent poor behavior choices. The Dean facilitates the development and implementation of progressive discipline and due process procedures including suspension and expulsions that align with PBIS, Equity and Social-Emotional Learning frameworks, restorative practices and building positive school culture. Current Bellflower attendance and behavior data	All Students	11,862 SISS 4000-4999: Books And Supplies Materials, Supplies, and Non Cap Equipment 165,877 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Dean of Climate & Culture 88,494 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional Security Personnel 5,091 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Extra Hours for Health Office 11,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Minga Software 7,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures PBIS Social Emotional Materials & Supplies 7,298 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional Extra Hours for In-House Student Support 20,000 Title I 5000-5999: Services And Other Operating Expenditures PBIS and Chronic Absenteeism 20,000

	supports the need for a Dean. Through data-driven conversations with counseling and behavior support staff, Bellflower determined that tiered and student-specific interventions are the appropriate response to combat the negative trend in the data. The Dean's role would be specific and targeted to student services. Administrative duties, such as teacher evaluations and instructional leadership, are not be part of the Dean's job so that they could focus solely on students. The additional full time classified campus security, under the supervision of administration, assists in the planning, coordinating and operation a student safety and security program. The additional security personnel would assist with resolving student conflicts, maintaining law and order, and work to prevent criminal activity or education code violations. They additional security personnel implements and monitors supplemental systems, supports, structures and processes that increase school connectedness for all students and that align with PBIS, Equity and Social – Emotional learning frameworks, restorative practices and building a positive school culture. Bellflower High School currently enrolls a little under 2,100 students from 7th to 12th grade. There are over 100 classrooms and facilities include the administrative building, the BISC office, library, gym, 2 locker rooms and field amenities. In total, the grounds cover over 45 acres. Additional security would help keep the grounds and the students safe and secure. Additional hours for Health Office Personnel are needed in order to increase the accessibility of the Health office to students. Having the Health office open throughout the school day is vital in order to continue to mitigate the spread of illness and/or germs that could be harmful to students and staff. Bellflower aims to be proactive in providing health services to students, when needed, and in contacting first responders when necessary.		Concentration Grant 5000-5999: Services And Other Operating Expenditures Celebrating Student Success and Achievement
1.2	Bellflower maintains students' social-emotional well-being at school by incorporating program elements that are grounded in PBIS (Positive Behavior Intervention & Support). Bellflower provides summer orientations to support incoming 7th Grade and 9th Grade students to ease the transition into middle school and high school respectively. Additionally, new students to Bellflower also receive a new student orientation. These activities are led by our Counseling, Link Crew, and Activities programs. To support our Link Crew Coordinators, Bellflower continues to provide professional development opportunities (Boomerang Training/Link Crew/WEB) to remain up to date with Link Crew/WEB Curriculum. To support our Activities Director and Class Advisors, Bellflower continues to provide professional	All Students	10,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Professional Development for Link Crew Coordinators, Activities Director, and Class Advisors 4,779 Concentration Grant 1000-1999: Certificated Personnel Salaries Summer Planning Hours for Link Crew Coordinators and Activities Director 27,159 Concentration Grant

	development opportunities (CADA Convention) to remain up to date with programs, supports, and activities to reinforce our Positive Behavior Intervention and Support efforts. Additionally, Bellflower provides summer collaboration hours to Link Crew Coordinators to prepare for the student orientations, training of student leader/mentors, and planning for follow-up social-emotional well-being support activities for the new school year. Bellflower also prioritizes the building of staff and student capacity by inviting various guest speakers and hosting assemblies (Keith Hawkins, Rescue a Generation, Learning for Living, etc.) to support staff/students' wellbeing and success in school. These guest speakers/assemblies continue to help Bellflower's climate and culture grow.		5000-5999: Services And Other Operating Expenditures Guest Speakers, Assemblies, Climate & Culture Murals 10,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures ASB Student Leadership Camp 40,000 Title I 5000-5999: Services And Other Operating Expenditures Supplemental Leadership Services 108,751 Concentration Grant 5000-5999: Services And Other Operating Expenditures Supplemental Co-curricular Materials and Supplies
1.3	Bellflower places great importance on attendance in order for students to receive the best first instruction. Staff will focus on re-engaging students/families and addressing attendance concerns (tardiness/truancy/chronic absenteeism) by incorporating proactive attendance meetings and progressively working towards initiating the SART/SARB process, if attendance concerns continue. Academic Support and Re-engagement Strategies will be provided to students who participate in short-term independent studies for the purpose of maintaining school connectedness, including, but not limited to: wellness checks, progress monitoring, provision of services and instruction. Additionally, instructional materials and resources are purchased to be able to provide adequate services & supplies in order to offer a guaranteed and viable curriculum.	All Students	10,438 Title I 2000-2999: Classified Personnel Salaries Extra Hours for Academic Support and Re-engagement of students participating in short-term independent studies 55,000 Concentration Grant 0000: Unrestricted Purchase, Replacement, Repair of Supplemental materials, equipment, technology, and software.
1.4	The Bellflower Unified School District (BUSD) ensures that all teachers meet the federal criteria for highly-qualified teachers and that all instructional aides meet the federal criteria for paraprofessional qualifications. Staff members will be recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program. The BUSD will continue to: 1) hire highly qualified teachers to fill vacant positions; 2) ensure that teachers with the appropriate authorizations will provide ELD and use SDAIE strategies to provide English learners with access to the core curriculum; 3) new teachers will participate in the BTSA program; 4) New teachers will participate in training on district initiatives.	All Students	
1.5	Bellflower Middle/High School strongly supports the development and growth of our teachers as professional educators by providing school focused	All Students	91,166.05 Concentration Grant

	professional development opportunities and supporting teacher selected professional development that supports Bellflower's instructional focus. The school provides and offers professional development focused on standards aligned curriculum (Big Ideas Math, StudySync, StemScopes, Amplify, Savaas, TCI) and site/district initiatives (Strategic Interactive Instruction-SII, Thinking Maps, Measurable Objectives, Language Objectives, Literacy Strategies, integration of technology). Additionally, Bellflower's goal is to train all teachers in the AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) research-based strategies. These high-yield research based strategies and methodologies have proven to help improve the academic achievement of all students. These PD opportunities provide teachers the opportunity to evaluate, reflect, and refine their instructional practices by integrating higher-level thinking/questioning, vocabulary development, accountable talk, reading comprehension, and writing strategies. Particular emphasis will be placed on identifying intervention that may need to be targeted to students requiring additional support. Additionally, Bellflower will support building the capacity of all staff members, including counseling, administrative, and classified staff, to participate in professional development/training related to their respective area of focus.		5000-5999: Services And Other Operating Expenditures Professional Development - Travel & Conference Registration, Accommodations, Travel, Per Diem 40,151 Concentration Grant 1000-1999: Certificated Personnel Salaries Professional Development - Substitutes 15,000 Concentration Grant 4000-4999: Books And Supplies PD Teacher Collaboration Supplies 25,720 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Professional Development Subs 100,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Instructional and supplemental non-cap materials, supplies, and equipment to support all students in academic achievement. 385 SISS 5000-5999: Services And Other Operating Expenditures Dues and Memberships to various organizations
1.6	Bellflower continues to build a culture of collaboration and shared decision making by providing structured collaboration time. Through collaboration, staff engage in Professional Learning Communities that allows teachers to focus on analyzing data, instructional planning, and sharing best practices. Through data analysis, teachers will identify specific content and performance standards not mastered to inform their instructional practices. Additionally, assessment data will be used to determine how to address gaps in learning for all student groups. These conversations will help subject-like teams to identify essential standards in order to plan differentiated instruction and needed intervention. Our Departments and subject-alike Crews engage in collegial discussions to vertically/horizontally articulate, align instruction to standards, develop/refine common assessments, develop/refine common pacing guides, design/refine effective lessons, and	All Students	84,876 Concentration Grant 1000-1999: Certificated Personnel Salaries Summer Professional Collaboration Hours for PLC teams and AVID Teachers 15,948 SISS 5000-5999: Services And Other Operating Expenditures Food Services-Catering for Staff Collaboration Meetings 2,400 Supplemental (EL) Grant 4000-4999: Books And Supplies Supplies and materials for teacher collaboration 51,440

	develop/refine common rubrics. Teachers will continually review and align instruction to state standards by reviewing and evaluating student data through our ongoing cycle of improvement, and implementing the backward instructional planning model, refining assessment practices, and integrating the use of technology. To support these efforts, Bellflower Middle/High School plans on implementing teacher Course Leads to facilitate and organize the work being done by subject-alike crews within each core department. Furthermore, adequate learning materials and supplies will be accessible to teachers and students to supplement the curriculum and increase academic achievement.		Concentration Grant 1000-1999: Certificated Personnel Salaries Course Lead Stipends 15,000 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries School Business Subs
1.7	Bellflower continues to provide instructional technology and engagement tools to help teachers provide rigorous and engaging classroom instruction. Bellflower is the only school in the Bellflower Unified School District that has a 2:1 device ratio, ensuring that all students have access to a Chromebook at home and that every classroom has a Chromecart with a class set of Chromebooks. Additionally, various educational technology platforms and tools have been purchased to supplement instruction and to monitor achievement through the use of common assessments. These educational technology platforms allow our teachers to have data driven discussions during their PLC collaboration time. Furthermore, to provide a more accessible manner of requesting transcripts for students and graduates, Bellflower Middle/High School has enlisted the services of Parchment to allow for requested documents to be tracked throughout the process.	All Students	3,360 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Educational Technology Related Services (EdPuzzle) 15,750 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Go Guardian Service (Go Guardian and Pear Assessment) 3,349 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Educational Technology Related Services (Sound Trap and Young Producers Group) 6,125 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Parchment Transcript Service 6,139 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Supplemental Technology Support 25,846 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Technology Related Services (Cafeteria) 3,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Supplemental Technology Related Services: Google Form Notification Extension Licenses

1.8	Bellflower continues to maintain facilities in good repair to ensure the safety of students and staff. To support our custodial and maintenance and operations teams in maintaining our facilities, various supplies and other services are purchased. Additionally, new spaces are currently being developed to support the wellbeing of students' mental health and to provide further academic support.	All Students	30,754 SISS 4000-4999: Books And Supplies Office Furniture 20,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Cafeteria Furniture 50,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Flexible Seating/Flooring VAPA Classrooms 140,461 Concentration Grant 5000-5999: Services And Other Operating Expenditures Co-Curricular Equipment and Supplies
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 23-24 school year, several strategies/activities were implemented to address the needs of all students, including underperforming and unduplicated students.

- The Dean leads the Climate & Culture committee which includes, teachers, classified, and students to help update our PBIS practices. The application to be approved as a PBIS school was submitted.
- The school established a Girls' Empowerment Group, a boys' mentor group and an anger management cohort. A girls' mentor group is being implemented during the Spring.
- Link Crew Coordinators were provided planning hours to plan for the 7th and 8th grade summer orientation. We are going to continue to provide Link Crew Coordinators planning hours to plan transition orientation, events, lessons, and activities that impact all students as they transition from elementary to middle school and from middle school to high school. The orientation and beginning of the school year events help build school connection and culture for all students (PBIS), including our underperforming and unduplicated students. A link crew class has been embedded into the master schedule to allow students to plan events and support students.
- Bellflower Middle/High School continues to ensure that 100% of students are taught by highly-qualified teachers and that they make progress towards graduation by continuing to offer professional learning opportunities to build teacher capacity. In addition, teachers have continued engaging in Professional Learning Community collaborative practices and

are being provided additional professional development and collaboration time to integrate various strategies and technology into their lessons.

- 79 staff members (teachers, counselors, administrators) have attended either the AVID Summer Institute or AVID Digital XP training, which represents a total of 67% of staff trained. This training allowed staff members to learn AVID methodologies and strategies they can utilize in all content areas. We will continue to offer AVID professional learning opportunities to all staff, with the goal of getting all staff trained for successful implementation of AVID school-wide strategies.
- Bellflower Middle/High School continues to provide instructional technology and engagement tools to help teachers provide rigorous and engaging classroom instruction. This is also being supported through a 2:1 chromebook device implementation. All students have access to a chromebook for use at home and each classroom has a class set in a chromebook cart. Viewsonic Boards have been purchased and are now in every classroom to help teachers integrate technology and improve the delivery of instruction.
- The district was fully staffed during the 2023-24 school year allowing for departments to utilize planning days used for collaboration and implementation of curriculum.
- The physical safety and staff continues to remain a priority. The school continues to implement its School Safety Plan and these procedures are regularly shared with staff. Staff is given data to review on student attendance and suspension. SSC continues to meet on a monthly basis.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional professional learning opportunities will be provided for Activities Advisors and Class Advisors to remain up to date with programs, supports, and activities to reinforce our Positive Behavior Intervention and Support efforts.

Additional professional learning opportunities through AVID will continue to be provided to continue building teacher capacity in the AVID methodologies/strategies.

We did not implement the course lead stipends due to the lack of guidance regarding how to pay teachers for this additional responsibility.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bellflower Middle/High School will continue to work on this goal, the annual outcomes, metrics, and/or strategies/activities to achieve this goal.

Additionally, Bellflower will further implement the use of social/emotional strategies campuswide that will provide targeted supports for all students. These strategies include monitoring and check-in from the following staff members:

- Wellness Counselors
- Dean of Climate & Culture
- At Promise Counselor

In order to further create a safe campus for all students and foster a smooth transition from each

respective grade level, students will have increased access to supplemental academic support through the following programs:

- Summer School for Grades 9-12 (for credit recovery and original credit)
- Think Together after school enrichment and academic support (7th and 8th grade)
- Various groups targeting social and academic skills.

Furthermore, we plan on continuing to pursue the Course Lead stipends to have teacher leaders facilitate and organize the work being done by subject-alike crews within each core department.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA and Mathematics

Site Goal 2A: ELA

Provide all students with quality Tier I ELA instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis, and writing skills. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific literacy needs.

Site Goal 2B: Math

Provide all students with quality Tier I Math instruction that integrates math fluency, perseverance in problem solving, explaining mathematical reasoning, and multiple methods with solving problems. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific mathematical skills.

Site Goal 2C: ELD

Ensure all English Learners acquire full proficiency in English as rapidly and effectively as possible while attaining parity with native speakers of English by increasing one performance band or increasing within their identified language proficiency level as measured by the ELPAC.

Site Goal 2D: College/Career

All students will demonstrated the knowledge, skills, and values to graduate from high school and be productive citizens in the 21st century. All students will demonstrate the academic knowledge and skills necessary to be career and college ready through a rigorous, culturally relevant, and engaging instructional learning environment as measured by state and local assessments, graduation rate, A-G completion rate, CTE vocational enrollment.

Site Goal 2E: Civic Democracy

Implement a sustainable educational support system that will enhance and increase civic learning so all of our students will be better prepared for citizenship.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase student proficiency on State assessments; To increase student achievement such as increase graduation rate as well certain sub-group performances on math and ELA assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Growth Math K-12; NWEA MAP Growth Language Arts: Reading	NWEA Fall 2024 Scores: Students who scored in the 80th percentile or higher for the fall Math administration were: Grade 7: 5%, Grade 8: 4%, Grade 9: 5%, Grade 10: 9%, Grade 11: 12%, Grade 12: 9%. Students who scored in the 20th percentile or lower for the fall Math administration were: Grade 7: 37%, Grade 8: 42%, Grade 9: 24%, Grade 10: 25%, Grade 11: 22%, Grade 12: 28%. Bellflower NWEA Fall 2024 Reading scores: Students who scored in the 80th percentile or higher for the fall Reading administration were: Grade 7: 5%, Grade 8: 4%, Grade 9: 5%, Grade 10: 7%, Grade 11: 6%, Grade 12: 3%. Students who scored in the 20th percentile or lower for the fall Reading administration were: Grade 7: 32%, Grade 8: 30%, Grade 9: 20%, Grade 10: 13%, Grade 11: 18%, Grade 12: 24%.	Overall Achievement on the NWEA Assessment will show a 2% increase in the number of students at the 80th percentile or higher for the fall Math administration. Overall Achievement on the NWEA Assessment will show a 2% increase in the number of students at the 80th percentile or higher for the fall Reading administration.
ELPAC Testing	ELPAC: Bellflower currently has 376 English learners enrolled. According to the 2024 ELPAC Overall data in Ellevation: 23.8% of students are at level 4, 35.29% of students are at level 3, 25.67% of students are at level 2, 15.24% of students are at level 1.	A year from now Bellflower will be able to reclassify 5% of the current students who are English Learners. All students will make progress toward reclassification and increase scores on the ELPAC test.
CAASPP Testing (SBAC ELA , SBAC Math, and CAST)	SBAC: On the 2023-2024 SBAC assessment, Bellflower students scored in the following ranges. Standard exceed in ELA: Grade 7: 4.64% Grade 8: 6.4% Grade 11: 23.46% Standard Met in ELA: Grade 7: 28.79% Grade 8: 37.2% Grade 11: 40.74% Standard Nearly Met in ELA: Grade 7: 25.7% Grade 8: 31.1% Grade 11: 22.22% Standard Not Met in ELA:	Overall achievement on the SBAC Assessment will show a 3% increase in the number of students in the met, nearly met, or exceeded band and a 3% decrease in the number of students in the not met band.

	Grade 7: 40.87% Grade 8: 25.3% Grade 11: 13.58% Standard exceed in Math: Grade 7: 4.64% Grade 8: 5.79% Grade 11: 5.59% Standard Met in Math: Grade 7: 14.86% Grade 8: 10.98% Grade 11: 11.18% Standard Nearly Met in Math: Grade 7: 24.77% Grade 8: 27.44% Grade 11: 24.53% Standard Not Met in Math: Grade 7: 55.7.% Grade 8: 55.79% Grade 11: 58.7% Standard exceed in Science: Grade 8: 1% Grade 11: 3% Standard Met in Science: Grade 8: 12% Grade 11: 17% Standard Nearly Met in Science: Grade 8: 67% Grade 11: 78% Standard Not Met in Science: Grade 8: 20% Grade 11: 10%	
A-G Completion Rate	Graduates meeting UC/CSU Requirements in the 2022-23 school year, per DataQuest: 33.4% by Race/Ethnicity - African American 26.1% - Filipino 63.6% - Hispanic or Latino 33.2% by Subgroup - English Learners 6.2% - Students with Disabilities 10%	4-year adjusted cohort graduation rate data will show a 3% increase in the number of students meeting the UC/CSU requirements.

- Socioeconomically Disadvantaged 32.9%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Bellflower Middle/High School is focused on building college and career readiness in our students through the implementation of AVID Schoolwide. We are in our third year of implementation of the Advancement Via Individual Determination (AVID) system. In addition to offering the AVID elective to students who opt-in, Bellflower's goal is to train all teachers with professional development focused on AVID strategies and methodologies to be implemented schoolwide in all content areas for all students to have access to rigorous and relevant academic preparedness. The AVID elective is an application only program available to students in grades 7 through 11 and will be available to students in 12th grade next school year. The AVID Elective is geared to students in the academic middle who want to attend college after high school and have the individual determination, but require additional support and mentoring. AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies/methodologies are evidence-based and help students organize ideas and tackle questions using an increased depth of knowledge. As a school, we understand that not all students will be able to take the AVID elective, therefore, we want to ensure that all students have access to WICOR strategies that ensure students are college-career ready. To effectively implement AVID, Bellflower will provide the necessary professional development, instructional materials, supplies, and personnel support needed. For the AVID elective, AVID Tutors who are college students are hired to support students through the Socratic tutorial process. Additionally, agenda/planners are provided to AVID and Success Seminar students to develop and sustain organizational skills. An AVID Coordinator and AVID site team teachers have been identified to provide academic support for the AVID Implementation (compile data, ensure program fidelity, and effectiveness), as well as attend meetings as necessary to collaborate with site leadership, district leadership, county and AVID. Ensuring that students build the college and career knowledge needed to plan for postsecondary life, field learning experience opportunities will be provided to students (college campus visits, cultural experiences, etc.).	All Students with a focus on Foster and SWD.	40,000 Title I 5000-5999: Services And Other Operating Expenditures AVID Professional Development for teachers in all content areas 109,311 Concentration Grant 1000-1999: Certificated Personnel Salaries AVID Professional Development Extra Hours for teachers in all content areas 19,291 Title I 1000-1999: Certificated Personnel Salaries AVID Summer Institute Teacher Extra Hours 99,502 Title I 2000-2999: Classified Personnel Salaries AVID Tutors 6,560 Title I 1000-1999: Certificated Personnel Salaries AVID Coordinator - Academic Support (Extra Hours for Personnel) 6,000 Title I 5000-5999: Services And Other Operating Expenditures AVID Annual Contract Renewal 30,000 Concentration Grant 4000-4999: Books And Supplies Instructional Materials as needed, including student agenda/planners for AVID and Success Seminar Students 30,000 Supplemental (EL) Grant

			4000-4999: Books And Supplies College & Career/AVID Materials & Supplies 40,000 Title I 1000-1999: Certificated Personnel Salaries AVID Academic Intervention Extra Period Assignment 37,259 Title I 2000-2999: Classified Personnel Salaries AVID Tutor Extra Hours Academic Interventions
2.2	English learners will receive a program of instruction in English Language Development with daily lessons to assist them in mastering English language proficiency and meeting reclassification criteria. The ELD instruction will support the standards-based instructional program taking place in all content areas by incorporating skill-building in the following areas: literacy, phonemic awareness, concepts of print, and decoding skills. English learners will be assigned to an appropriate instructional setting based on their English fluency levels. Teachers will analyze assessment data (ELPAC, CAASPP, NWEA, Common Assessments) to address gaps in learning for all student groups who are also English Learners. To address persistent gaps in learning, research-based strategies will be identified and implemented to address the gaps such as, culturally responsive teaching practices, differentiated instruction, individual or small group instruction, and additional academic support. ELD teachers engage in Data Chats with English learners to develop an action plan (intervention services, modification of instructional program, parent involvement, etc.) for each student to assist them in making satisfactory progress in acquiring English. Once students have been reclassified, RFEP students will be monitored for four (4) years to ensure appropriate instructional placement and to determine any needs for academic support services. Bilingual Instructional Aides will support ELD classrooms to assist students with concepts, ideas, and articulating their use of academic language.	EL Students with a focus on Foster and SWD.	73,008 Title I 2000-2999: Classified Personnel Salaries 5 Instructional Assistants-Bilingual 150,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Classroom Flexible Seating to support AVID and ELD academic strategies 50,000 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Flexible Seating to Support SWD 10,000 Title I 2000-2999: Classified Personnel Salaries Bilingual Aide Extra Hours
2.3	Bellflower Middle/High School will facilitate a coordinated counseling/academic advisement system to prepare students for college, career, and civic life. Students will have expanded access to a College & Career Technician in the College & Career Center to receive support with college applications, financial aid applications, work permits, and other college/career planning tools. Students will have access to a full time College & Career Counselor to focus on Academic Advisement and Student Support leading them to various postsecondary options. The College &	All Students with a focus on Foster and SWD.	189,656 Title I 1000-1999: Certificated Personnel Salaries College & Career Counselor 35,405 Concentration Grant 2000-2999: Classified Personnel Salaries Clerical Support (College & Career Center) 21,904

	Career Counselor will also serve as the AVID counselor providing academic advisement and course registration for AVID students. Extra hours will be provided to personnel to provide student support in the form of facilitating workshops, events, and training that take place outside of the regular school day. Prioritizing college and career readiness, AVID, APEX, and Early College Academy students will be given the opportunity to take the PSAT/NMSQT to help them identify areas where they may need additional support and to make them aware of their AP Potential in classes. Bellflower Middle/High School is a Civic Democracy School and is proud to prioritize civic learning in our social science classrooms. Social science teachers will continue to implement the Civic Democracy School Initiative focused on enhancing and increasing civic engagement to develop students who are ethical decision makers and contributing citizens. Through these coordinated efforts, Bellflower will increase the number of students who meet a-g requirements and show growth in the College and Career Indicator on the California Dashboard.		Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries College & Career Technician Extra Hours 6,825 Concentration Grant 5000-5999: Services And Other Operating Expenditures Cerritos College Site Bridging Liaison 6,283 Title I 2000-2999: Classified Personnel Salaries College & Career Technician Extra Hours 46,660 Title I 4000-4999: Books And Supplies Instructional Materials, Books, Supplies, and Resources as needed. 13,505 Concentration Grant 1000-1999: Certificated Personnel Salaries Summer Melt and A-G Identification Stipends 11,414.95 Concentration Grant 4000-4999: Books And Supplies Summer Melt Materials & Supplies 60,500 Title I 5000-5999: Services And Other Operating Expenditures PSAT/NMSQT & AP Test Assessment Fees 30,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental College & Career Supplies
2.4	Through the College & Career Center and the Counseling office, students will continue to be exposed and encouraged to enroll in Career Technical Education and CalAPS course offerings to increase the number of students completing CTE Pathways.	All Students	20,000 Supplemental (EL) Grant 4000-4999: Books And Supplies CTE Materials & Supplies
2.5	To ensure that students build the college and career knowledge needed to plan for postsecondary life, Bellflower Middle/High School provides field learning experience opportunities to students (college campus visits, cultural experiences, etc.).	All Students	32,151 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Field Learning Experiences Subs 15,000

			Concentration Grant 0000: Unrestricted Field Learning Experiences Fees 7,716 Concentration Grant 1000-1999: Certificated Personnel Salaries Field Learning Experiences Subs 35,000 Concentration Grant 0000: Unrestricted Field Learning Transportation
2.6	Credit recovery and Academic Support will continue to be provided during the school day to support students in remaining on track for graduation and/or meeting the A-G requirements. A learning lab will be established that will be monitored by AVID Tutors to provide after-school tutoring and academic support. Additional/supplemental academic support will be provided to students in the Performing Arts through an Accompanist and the purchase/repair of supplies, equipment, and transportation. To support our efforts, our school Registrar will be provided extra hours during the summer to assist with credit recovery grade input, summer registration/enrollment, and transcript requests.	All Students with a focus on Foster and SWD.	3,855 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Registrar to assist with credit recovery grade input, summer registration/enrollment, and transcript requests. 3,393 Concentration Grant 2000-2999: Classified Personnel Salaries Student Workers (Academic Mentor Program) 70,000 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Extra Period Assignment for Academic Interventions 4,628 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Accompanist - Supplemental Extra Hours 37,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Performing Arts Supplies, Equipment, Transportation and Repairs
2.7	The school's library will continue to be expanded to meet school/district goals with materials and information based on 21st century research-based strategies and programs. Administrators, the school librarian, and teachers will research and recommend materials, professional development, and services needed to ensure the library is a functional place that meets 21st century learning goals.	All Students	8,215 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional Clerical Support for Library 1,500 Supplemental (EL) Grant 4000-4999: Books And Supplies Book/Magazine Subscription (Scholastic) 8,215 Supplemental (EL) Grant

			2000-2999: Classified Personnel Salaries Additional Clerical Support for Library 5,484 Concentration Grant 4000-4999: Books And Supplies M3 Library Theft System
2.8	Students will have expanded opportunities to explore their creative passions with the introduction of two exciting new courses: Music Technology and AP 2D Art. These innovative classes provide fresh avenues for artistic expression and skill development. Music Technology allows students to engage with modern tools like digital audio workstations and sound editing software, while AP 2D Art offers college-level instruction in mediums such as painting, photography, and digital design. Both courses are designed to inspire creativity, equip students with advanced skills, and prepare them for college and career pathways in the arts.	All Students	25,797 Prop 28 1000-1999: Certificated Personnel Salaries New Course offering in Performing Arts: Music Tech 25,152 Prop 28 1000-1999: Certificated Personnel Salaries New Course offering in visual arts: AP 2D Art
2.9	To enhance the Visual and Performing Arts (VAPA) experience, instructional assistants will be provided to ensure that students receive individualized support and guidance, while teachers are equipped with additional resources to deliver high-quality instruction. These assistants will play a key role in facilitating hands-on learning, supporting the preparation and execution of performances, and ensuring students have the tools they need to succeed. Their presence will enrich the classroom environment, promote student engagement, and help foster a deeper appreciation for the arts. Two Instructional Assistants will support Visual Arts and Vocal Groups, while one Instructional Assistant will assist in the new Mariachi program, established based on student interest. Additionally, seven Instructional Assistants will provide support in areas including Percussion, Ensemble, Color Guard, Brass, and Woodwinds within the VAPA program.	All Students	36,606 Prop 28 2000-2999: Classified Personnel Salaries Instructional Assistants- Visual and Performing arts 18,303 Prop 28 2000-2999: Classified Personnel Salaries Performing Arts Instructional Assistant- Mariachi 128,121 Prop 28 2000-2999: Classified Personnel Salaries VAPA Instructional Assistants
2.10	Based on student input and interest, the addition of a dedicated Dance Teacher will support the creation of a new dance program designed to meet the diverse needs and passions of our student community. This program will offer a comprehensive curriculum that includes a variety of dance styles, techniques, and performance opportunities, emphasizing artistic expression, creativity, and physical fitness. By aligning with student interests, the new program aims to inspire confidence, collaboration, and personal growth through the art of dance.	All Students	46,330 Prop 28 1000-1999: Certificated Personnel Salaries Dance Teacher
2.11	To support the success of Visual and Performing Arts (VAPA) classes and programs, funding will be allocated for essential materials and supplies. This will support ensemble, band, ceramics, photo, and art classes. Providing high-quality materials ensures students have the resources they need to	All Students	72,428 Prop 28 4000-4999: Books And Supplies Materials/Supplies for VAPA Classes and Programs

	explore their artistic talents, develop technical skills, and fully engage in hands-on learning. These investments will enhance the overall VAPA experience, inspire creativity, and prepare students for future opportunities in the arts.		
2.12	Extra hours will be allocated for certificated and classified staff to provide enhanced support for Visual and Performing Arts (VAPA) programs. These hours will allow staff to assist with program planning, rehearsals, performances, and other essential tasks that enrich the student experience. This additional support ensures the continued growth and success of VAPA offerings, fostering creativity and excellence in the arts.	All Students	5,000 Prop 28 1000-1999: Certificated Personnel Salaries Extra Hours for Certificated VAPA Support 4,406 Prop 28 2000-2999: Classified Personnel Salaries Extra Hours for Classified VAPA Support

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 23-24 school year, several strategies/activities were implemented to address the needs of all students, including underperforming and unduplicated students.

- Teachers continued to review and align instruction with content standards by reviewing and evaluating work samples at PLC meetings (in departments and subject alike crews). Teachers continue to center their conversations around data analysis and improving instructional practices.
- Staff development continued to be provided to teachers, as requested.
- Teachers continued their use of technology in the classroom including the use of Google Classroom, Viewsonic Viewboards, Chromebook activities, and various other educational platforms.
- Some teachers designated time during their class period(s) as embedded support time to provide targeted support for all students, including underperforming and unduplicated students.
- English learners have been placed in appropriate program settings; students are placed according to their English fluency levels - Intensive ELD or ELD grade level. Students were placed in one period of ELD in conjunction with their grade level ELA course. ELA teachers utilized the district adopted texts (StudySync) and supplementary materials. Instructional assistants are in classrooms with EL students to provide support for students. Teachers use the grade level ELD rubric to provide measure of student progress. Teachers continue conduct progress monitoring of reclassified students; progress monitoring forms are completed each year and entered into ELlevation.
- A full-time College & Career Counselor focusing on Academic Guidance and Student Support was implemented, with a special focus on our AVID students in the AVID elective program. The Counselor, along with the College and Career Technician provided

interventions, support services, and information to students about colleges, careers, and academic support. In addition, the College & Career Center organized visits from college representatives. The College & Career Center also continued to encourage enrollment in CalAPS courses.

- The Cerritos College Liaison provided information to students about Cerritos Complete program so that students can take advantage of the tuition free program. The Liaison also provided enrollment support to students as they completed the steps for enrollment at Cerritos College.
- The AVID program continued to expand this school year, including 2 sections of AVID 7, 2 sections of AVID 8, 2 sections of AVID 9, 2 sections of AVID 10, and 2 sections of AVID 11. Next year, we will add AVID 12 to our program for students continuing in the cohort. Our AVID Coordinator worked to recruit, check-in, and monitor AVID students, in coordination with the grade level counselor and college & career counselor. In addition, the AVID Coordinator works with our AVID Team and teachers to support the implementation of AVID methodologies school-wide.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Academic mentor did not happen
Sub allocations were not completely used
Summer melt did not happen

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bellflower Middle/High School will continue to work on this goal, the annual outcomes and the strategies/activities to achieve this goal. With the increase in additional data now available due to the return of CAASPP testing, departments will engage in data analysis using CAASPP and the local NWEA assessment results to monitor student progress towards meeting this goal. In addition, continued collaboration between the Special Education Department and English/ELD teachers to determine if a student's disability is impacting reclassification, and provide strategies to support students who are in ELD and who have an IEP. Additionally, next school year we aim to increase the availability to a College & Career Technician and clerical support in the College & Career Center with extra hours to provide more services to students. Furthermore, we plan on purchasing school planners for students in 7th and 8th grade to focus on organization, which is one of the five AVID Methodologies of WICOR, which include Writing, Inquiry, Collaboration, Organization and Reading.

To further support all students several academic supports will be implemented or increased, including:

- AVID Elective/Tutorials expansion (adding AVID 12 for students in the 12th grade)
- After-school tutoring (all grade levels)
- Summer School (Credit Recovery and Original Credit for Grades 9-12)
- Develop and implement structured academic interventions during the school day (all grade levels)
- Maintaining CTE Pathways and increasing CTE course availability and awareness

Additionally, Bellflower will continue developing the professional growth of staff members and

leveraging resources to support all students to increase the number of students meeting College and Career Indicators by:

- Training additional teachers in AVID methodologies and WICOR strategies to use in their respective content areas.
- Providing additional counseling and academic advising through grade level counselors and College & Career Center.
- Supporting teacher collaboration during the summer and throughout the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide ongoing communication and opportunities for educational partners to advocate for the success of all students.

Bellflower Middle/High School will build strong relationships with students, families, and the community to increase trust, shared responsibility, and engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide ongoing communication and opportunities for educational partners to advocate for the success of all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase parental involvement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Tracker	6,000 average parent participation rate for 2023-24.	6,500 average parent participation rate for 2024-25.
Instagram Usage	320 of Instagram posts in 2023-24.	350 Instagram posts in 2024-25.
Bellflower Beat Newsletter	45,259 views on 24 newsletters sent home in 2023-24	Approximately 46,000 number of views and 25 number of newsletters sent home in 2024-25.
Parent Workshops	22 parent workshops hosted in 2023-24	26 parent workshops hosted in 2024-25

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Bellflower Middle/High School encourages the involvement of families to improve student academic achievement. Families are encouraged and invited to attend meetings, participate in the PTSA, participate in parent committees, and volunteer at the school. Notifications and information on school programs, activities, meetings, and events are posted on websites/social media and sent to homes in English and Spanish. Interpreters will be available	All Students/Families	15,000 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education Bridge for Student Achievement Foundation (PEBSAF) Workshops

	at school meetings and workshops to provide translation for Spanish-speaking families. A family resource center has been established, staffed by the LACOE Community Schools Initiative staff. Community Schools staff hosts various workshops, trainings, meetings, and events to engage families in helping their students to improve academic achievement. Bellflower annually hosts a quarter-long curriculum focused on building family and parent capacity during the fall and partners with the Parent Education Bridge for Student Achievement Foundation (PEBSAF) to carry out the classes. Empowered families will lead to students engaged and connected in school, which ultimately ties into their college and career readiness upon graduation.		
3.2	Bellflower Middle/High School prioritizes the wellness and social emotional wellbeing of students and families. Bellflower hires a community case manager and provides extra hours to ensure that services are made available to students and families throughout the day. The community case manager meets with students and families to assess needs and make referrals to services/agency providers for medical, dental, vision care, food, clothing, counseling, and other services. These services will assist families to overcome barriers to success so students will come to school ready to learn.	All Students/Families	43,098 Title I 2000-2999: Classified Personnel Salaries Community Case Manager
3.3	Bellflower Middle/High School hosts various meetings throughout the school year, which allows educational partners to engage in data analysis and conversations to monitor strategies being implemented to improve student achievement. School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings are held multiple times a year to review and approve the School Plan and School Safety Plan. Through these various platforms, educational partners (staff, parents, students, and community members) will be provided with opportunities to review data for the purpose of monitoring the effectiveness of the implementation of school plan strategies and developing action steps. Various workshops and Family Nights are hosted to build family awareness around services and supports that are aligned with the school goals and initiatives.	All Students/Families	5,000 SISS 5000-5999: Services And Other Operating Expenditures Food Services-Catering for Parent Meetings

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 23-24 school year, several strategies/activities were implemented to address the needs of all students, including underperforming and unduplicated students.

Bellflower Middle/High School continues to make building strong relationships with students, families and the community a priority to increase trust, shared responsibility, and engagement. Parents, staff, students and community members will participate in developing, implementing, and evaluating core programs. Parents are encouraged to become involved in the school to improve student academic achievement. Notifications and information provided to families are delivered in English and Spanish. School facilities are in good repair and ensure safety of students and employees.

Through the Family Resource Center, many parent workshops were offered and attended. Workshops topics included technology, accessing school supports, health and nutrition, financial literacy, mental health, workforce development, and alcohol and substance use prevention. The Buc Family Resource Center offers parent support for help with Aeries Parent Portal, data confirmation, food assistance, housing, 211LA, and other countywide resources.

The Bellflower Community Schools Advisory Council meets monthly to dialogue and strategize with school and community stakeholders with a focus on parent and community engagement, integrated student supports, and collaborative leadership. Community partners include: Kaiser, City of Bellflower, Department of Public Safety, SELACO (Workforce development), LA CADA, ChildNet, Asian Pacific Counseling and Treatment Center, Olive Crest, Helpline, 211LA, A Wellbeing Workshop series for students is delivered twice a week to students in classrooms in partnership with the LA County Department of Mental Health with a focus on mindfulness, appropriate expression of feelings, relational skills, and suicide awareness.

Parents participated in a sequence of workshops presented by the Parent Education Bridge for Student Achievement Foundation (PEBSAF) in the Fall of 2023. Additionally, chromebooks have been purchased for the use of parents in the family resource center and for various workshops being attended by families.

Parents had the opportunity to participate in a focus group for our Federal Program Monitoring (FPM) visit to provide feedback regarding their perception and their student experience at school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bellflower Middle/High School will continue to work on this goal, the annual outcomes and the strategies/activities to achieve this goal. BMHS will be implementing a Community Input Committee that provides an opportunity for greater Educational Partner collaboration and input regarding safety measures at school.

To further increase the engagement of educational partners in pursuit of supporting all students the following strategies will be implemented or increased:

- Expand outreach from our Community Schools Initiative staff
- Increase access to the Buc Family Resource Center (Coffee with the Bucs, Workshops, etc...)
- Provide family workshops during accessible times in the Fall and Spring semesters through PEBSAF
- Continue to communicate school/district communication through website, social media, email, and phone.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,150,101.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$748,255.00
Title I Part A: Parent Involvement	\$15,000.00

Subtotal of additional federal funds included for this school: \$763,255.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Concentration Grant	\$1,152,837.00
Prop 28	\$362,143.00
SISS	\$63,949.00
Supplemental (EL) Grant	\$807,917.00

Subtotal of state or local funds included for this school: \$2,386,846.00

Total of federal, state, and/or local funds for this school: \$3,150,101.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	1,152,837.00
Prop 28	362,143.00
SISS	63,949.00
Supplemental (EL) Grant	807,917.00
Title I	748,255.00
Title I Part A: Parent Involvement	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	105,000.00
1000-1999: Certificated Personnel Salaries	978,312.00
2000-2999: Classified Personnel Salaries	653,522.00
4000-4999: Books And Supplies	464,502.95
5000-5999: Services And Other Operating Expenditures	948,764.05

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Concentration Grant	105,000.00
1000-1999: Certificated Personnel Salaries	Concentration Grant	311,778.00
2000-2999: Classified Personnel Salaries	Concentration Grant	38,798.00

4000-4999: Books And Supplies	Concentration Grant	61,898.95
5000-5999: Services And Other Operating Expenditures	Concentration Grant	635,362.05
1000-1999: Certificated Personnel Salaries	Prop 28	102,279.00
2000-2999: Classified Personnel Salaries	Prop 28	187,436.00
4000-4999: Books And Supplies	Prop 28	72,428.00
4000-4999: Books And Supplies	SISS	42,616.00
5000-5999: Services And Other Operating Expenditures	SISS	21,333.00
1000-1999: Certificated Personnel Salaries	Supplemental (EL) Grant	308,748.00
2000-2999: Classified Personnel Salaries	Supplemental (EL) Grant	147,700.00
4000-4999: Books And Supplies	Supplemental (EL) Grant	240,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental (EL) Grant	110,569.00
1000-1999: Certificated Personnel Salaries	Title I	255,507.00
2000-2999: Classified Personnel Salaries	Title I	279,588.00
4000-4999: Books And Supplies	Title I	46,660.00
5000-5999: Services And Other Operating Expenditures	Title I	166,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,349,619.05
Goal 2	1,737,383.95
Goal 3	63,098.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Robert Harrison- School Site Council Facilitator	Classroom Teacher
Michael Lundgren	Principal
Shyra Mason	Parent or Community Member
Silvia Jones	Parent or Community Member
Jennifer Montemayor	Parent or Community Member
Jennifer Grano	Secondary Student
Savannah Hinostroza	Secondary Student
Christian Pena	Secondary Student
Amber Vann	Classroom Teacher
Sean Alice	Classroom Teacher
Harmoni Vasquez	Classroom Teacher
Javier Salgado Jr.	Classroom Teacher
Denise Rodriguez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 1, 2024.

Attested:



Principal, Michael Lundgren on November 1 2024



SSC Chairperson, Robert Harrison on November 1 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**Bellflower Middle & High School
English Learner Advisory Committee (ELAC)**

MINUTES



Thursday, October 17, 2024
9:00 am in the Family Resource Center

Mandated Topics: (Check the topic(s) that were discussed at the meeting)

	1. Assist in the development of the schoolwide needs assessment
	2. Assist with efforts to make parents aware of the importance of regular attendance
	3. Advise on the effectiveness of the school's program for English learners
X	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
X	5. Receive training to assist members in carrying out their legal responsibilities
X	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
X	7. Bellflower Middle & High School is a Title 1 School - Title 1 Annual Parent Meeting Information

- I. Welcome and Introductions **AP welcomed parents and introduced interpreter.**
- II. **Call to Order 9:07 a.m.**
- III. Meeting Records
 - A. Approval of Proposed Agenda 10-17-24 **1st - Maria Candelaria Jimenez**
2nd - Ana Perez
 - B. Approval of Minutes 3-30-24 **1st - Denise Rodriguez** **2nd - Ana Perez**
- IV. DELAC Report (brief summary of DELAC meeting if available) **No Report Available**
- V. ELAC Mandated Topics
 - A. ELAC Discussion/Recommendation(s) **AP explained that BMHS is a Title 1 school and we receive funding to supplement our programs and learning activities.**
 - B. EL supports and program at Bellflower Middle & High School **AP explained that BMHS has embedded and designated ELD. Designated ELD is a separate class for students considered English Learners. AP shared that in other classes vocabulary is studied, pictures are shared and conversations take place to assist in understanding of content.**
 - C. Funding Overview SPSA Goals & Actions **SPSA was explained and AP shared goals. AP asked if anyone had any input to share on goals. No input was shared. AP asked if there were any additional comments about the goals. No comments were shared. AP shared that if families want any special presenters to be brought to ELAC or if there are any specific needs they have for their**

students to let staff know so that we can bring them what they are interested in and support them and their students.

- D. Elections & Training of officers- ELAC & DELAC AP reviewed the duties of all positions within the ELAC group. AP passed out ballots and discussed the election of officers. All positions were filled.

1. President Alma Hernandez
2. Vice President - Maria Jiminez
3. Secretary - Denise Rodriguez
4. DELAC - Sandra Sanchez
5. DELAC Alternate - Cristina Luna

- VI. Other Presentation(s)

Paper Tutoring - Free BUSD online help for all students in all subjects The representative from Paper Tutoring shared how to get online for tutoring and what students will experience during a session. Parents asked questions and participated in discussions regarding the resource.

- VII. Unfinished or New Business None

- VIII. Review Bylaws AP shared Bylaws with the group

Calendar of Meetings Oct. 17, Dec 5, Feb. 13, Apr. 10 AP shared future meeting dates with the group and asked them to save the dates and tell their friends about the opportunity to learn and share.

- IX. Public Comments None

- X. Announcements Teacher shared a magazine in English and Spanish available for families to take that included a survey for students to take

- XI. Adjournment 9:59 am

BELLFLOWER MIDDLE & HIGH SCHOOL

English Learner Advisory Committee/Comité Asesor para los Estudiantes Aprendiendo Inglés (ELAC)

Sign-in Sheet

October 17, 2024



Parent/Guardian Name Nombre del Padre/Tutor	Student Name Nombre de su estudiante	English Learner (EL) Parent/Guardian Padre/Tutor de un estudiante aprendiendo inglés	Other Parent/Guardian Padre/Tutor de otro estudiante	Staff Member Miembro del personal	Guest Invitado
Jessica Cummings					
Danielle Cummings	Steven Martin		X	X	
Maria Jimenez	Oscar Tolcan	X			
Alma Hernandez	Layla	X	X	X	
Rosa Valdivia	José Valdivia	X			
Cristina Luna	Paola Luna		X		
Rubén González				X	
Danielle Sapiola					



Bellflower Middle/High School

School Site Council Meeting

Agenda

Date & Time:	10/02/2024 @4:00 PM
Location:	Google Meets
Attendees:	SCC Members
Topic	November Meeting
	● Meeting start time: 4:00 PM
Items to discuss: Old Business New Business	● Approve Meeting Minutes from September ● Vote on revising the Bylaws ● Principals report-SPSA presentation ● Family Resource Center Report ● PTSA Report
Important Dates	● 11/06/2024 - Next SCC Meeting @ 4:00 PM
	● Meeting End Time: Tentatively @ 4:45 PM



Bellflower Middle/High School

School Site Council Meeting

Agenda

Date & Time:	11/06/2024 @4:00 PM
Location:	Google Meets
Attendees:	SCC Members
Topic	November Meeting
	● Meeting start time: 4:00 PM
Items to discuss: Old Business New Business	● Approve Meeting Minutes from November. ● New Proposal from Jae Shu. ● New Proposal from Stacy Salas ● Principals report-SPSA ● Family Resource Center Report ● PTSA Report
Important Dates	● 12/04/2024 - Next SCC Meeting @ 4:00 PM
	● Meeting End Time: Tentatively @ 4:45 PM



Bellflower Middle/High School

School Site Council Meeting Minutes

Date & Time:	11/06/2024 Called to Order @ 4:02 PM. Adjournment @ 4:51 PM.
Location:	Google Meets
Attendees:	Robert Harrison, Mike Lundgren, Jennifer Montemayor, Harmoni Vasquez, Christian Pena Chavez (Student), Sean Allice, Amber Vann, Danielle Scipio, Ryan Flores, Shyra Mason, Denese Rodriguez, Jae Shu (Guest), Michael Rooks (Guest) and Stacie Salas (Guest).
Topic	Meeting Details
Old Business	October Minutes were brought to the floor for a vote. The motion was seconded by Harmoni Vasquez. Motion passed unanimously.
New Business	Jae Shu presented a proposal for funding for the Ensemble to attend an event in Northern California. Funding is for transportation related expenses. After committee discussion, a motion to approve funding was 2nd by Harmoni Vasquez.. It passed unanimously. Stacie Salas presented a proposal for reimbursement related to a school event: Día de los Muertos. After committee discussion, a motion to approve funding was 2nd by Denses Rodriguez. It passed unanimously.
<i>Principal's Report:</i>	Mr. Lundgren, with the assistance from Michael Rooks, spent some time updating and sharing with the committee in regard to SPSA Budget Planning. Each line item was reviewed by the committee with a robust discussion that followed. A motion to approve budgetary items was brought to the floor for a vote. It was seconded by Jennifer Montemayor. It passed unanimously. Mr. Ludgren commented on the success of "Fall Fest" and "Trunk-or-Treat." According to Mr. Lundgren, the end of the semester is fast approaching and seems to be going well.
<i>PTSA Report:</i>	Sylvia Jones was unable to attend, but Dr. Scipio was able to update the committee on the PTSA "Red Ribbon" events and the "Reflections" contest. As reported, all went well and there was great participation.
<i>Family Resource Center</i>	Dr. Scipio shared that the Family Resource Center will be hosting, with Ms. Gonzalez, parent workshops on student attendance and understanding student GPA in Spanish.. Moreover, The Center is working on the annual "Giving Tree" event.
<i>ELAC Report:</i>	Meeting was motioned to adjourn @ 4:51. Seconded by Harmoni Vasquez. Passed unanimously.

	There was no ELAC representative.
Important Dates	12/04/2024 - Next SCC Meeting @ 4: 00 PM

Bellflower Unified School District

Title I Local Educational Agency (LEA)

Parent and Family Engagement Policy

Bellflower Unified School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (Every Student Succeeds Act [ESSA] Section 1116[a][2]):

- School Site Council at all Title I sites review the Title I Local Educational Agency (LEA) Parent and Family Engagement Policy annually and are encouraged to provide input. Parent comments are collected from each site, addressed, and integrated into the updated policy as appropriate.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- Each school site annually collaborates with parent committees, such as the English Learner Advisory Committee and School Site Council, to develop and update the School Plan for Student Achievement (SPSA).

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

- Administrative training, collaboration and sharing occur regularly during LEA administrative team meetings to build the capacity of all school administrators in planning and implementing effective parent and family involvement activities.
- LEA provides training to school administrators to effectively facilitate parent advisory groups and committees, such as the School Site Council and English Learner Advisory Committee at each site.
- Title I funds for parent and family engagement are provided for all Title I school sites based on student enrollment. Individual site budget meetings occur with district

administrators at least twice per year to provide resources and discuss parent and family involvement activities.

- LEA has a Community Service Worker who coordinates community resources through Caring Connections during monthly meetings with numerous business leaders, community agencies, and educational partners. Schools have a Community Service Worker to actively engage with parents for parent education opportunities, site events, community activities, and resources for families.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

- Parent committees and advisory groups at the LEA level include Citizen's Task Force, Parent Advisory Committee, the District English Learner Advisory Committee, and PTA Council. Parent engagement and discussion about curriculum, policies, student achievement, and programs occur during regular meetings.
- LEA provides guidance to and oversees school site committees and advisory groups, such as School Site Council and English Learner Advisory Committee.
- Parent education nights are organized and facilitated by the LEA on a variety of topics relevant to improving academic achievement and meeting social-emotional needs of all students. Funding sources include both federal and state funds depending on the topic and/or targeted parent group.
- Caring Connections is a network of community agencies at the district level that supports parent engagement, meets students' basic needs, and supports families with numerous resources.
- A multitude of district and site events are regularly held to highlight student achievement, programs, and build school community.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

- All Title I schools will conduct a Title I Parent Evaluation in the Spring of each year. Data from the evaluation will be used to analyze the effectiveness of both site and LEA Title I parent and family engagement policies.
- School Site Council at all Title I sites review the Title I Local Educational Agency (LEA) Parent and Family Engagement Policy annually and are encouraged to discuss the effectiveness of this policy through meaningful conversations. Parent comments are collected from each site, addressed, and integrated into the updated policy as appropriate.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

- The analysis of the Title I Parent Evaluation will assist both Title I schools and the LEA to identify barriers to parent and family engagement by soliciting feedback regarding student academic progress, communication with school staff, information sent in English and Spanish, parent participation, and meeting times.
- Effective strategies to support successful school and family interactions will be designed according to parents' needs identified from the Title I Parent Evaluation, and input from multiple parent committees and advisory groups including: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Parent Advisory Committee, and PTA Council.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

- LEA will provide training on effective strategies for parent and family engagement and involvement for our administrative team.
- LEA will provide resources to school administrators for effective parent and family engagement and involvement workshops for school sites.
- Through the district Community Service Worker, the LEA will provide community resources to meet varying needs of students, parents, and families.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

- Title I schools discuss the Title I program and services, achievement data, curriculum, assessment, parent involvement opportunities, and parent notifications during the annual Title I parent meeting.
- Title I schools solicit feedback from parents using the Fall Title I Needs Assessment and the Spring Title I Parent Evaluation. Parent comments and feedback are used to improve the Title I programs, services, and policies at the school sites.
- School Site Councils will discuss and update both the school and LEA Title I parent and family engagement policies annually.

Bellflower Unified School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs during March and April, 2024. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before August 15, 2024.

Name and Title of Authorized Official

Beverly Swanson, Program Administrator for Title I

Signature of Authorized Official

A handwritten signature in blue ink that reads "Beverly Swanson". The signature is written in a cursive style with a large, looping "B" and a long, sweeping underline.

Date

August 15, 2024

California Department of Education

April 2020

**Title I School-Parent Compact
Bellflower Middle/High School**

Bellflower Middle/High School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Bellflower Middle/High School will be responsible for:

- Providing highly qualified teachers who meet ESEA requirements.
- Teaching the adopted curriculum, which aligns with California State Standards.
- Providing all students safe, collaborative conditions for learning (BUSD LCAP Goal 1).
- Providing clear communication with families using our social media accounts and school website.

As a parent, I will be responsible for:

- Supporting my child's learning by providing a quiet place for completing homework, monitoring homework completion, and communicating with the teacher with any questions regarding homework.
- Participating, when able, in school events and the school community to understand academic expectations and support my child's education.
- Encouraging my child to participate in enrichment opportunities that expand learning during extra-curricular time.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Bellflower Middle/High School will be responsible for:

- Back-to-School Night at the beginning of each school year and the Title I School-Parent Compact is discussed.
- Report Cards are distributed to parents four (4) times per year.
- Progress Reports are distributed to parents of students who are performing below grade level or whose grades have dropped four (4) times per year.
- Parents who would like to volunteer in class can do so with the teacher's permission and upon completion of the volunteer application process.
- Parents who would like to observe classroom instruction can do so, but must follow the BUSD Visitor's Policy.
- Encourage families to meet with their students' counselor on a regular basis to stay on top of student progress.
- Provide families all necessary information on school news, important dates, and school events.

As a parent, I will be responsible for:

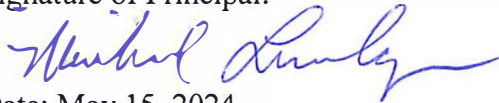
- Attending and actively participating with parent-teacher conferences.
- Reviewing Report Cards and always encouraging my child to try his/her best on all academic tasks.
- Reviewing Progress Reports and always encouraging my child to try his/her best on all academic tasks.
- Contacting the school and communicating with all school staff and my child's teacher as needed.
- Having my student attend school daily and be on time.
- Monitoring my students' uses of social media.

This Compact was established by Bellflower Middle/High School on May 15, 2024, and will be in effect for the period of 2024-2025 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before September 1, 2024.

Typed Name of Principal:

Michael Lundgren

Signature of Principal:



Date: May 15, 2024

Pacto de Escuela y los Padres del Título I
Escuela Secundaria Bellflower

La Escuela Secundaria Bellflower y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A, acuerdan que el pacto entre la escuela y los padres describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán en la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares académicos del Estado (ESSA Sección 1116[d]).

Describa cómo la responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los niños atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos estatales, y las formas en que cada padre será responsable de apoyar el aprendizaje de sus hijos; y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Sección 1116[d][1] de ESSA):

La Escuela Secundaria Bellflower será responsable de:

- Proporcionar maestros altamente calificados que cumplan con los requisitos de ESEA.
- Enseñar el plan del currículo adoptado, que se alinea con los Estándares del Estado de California.
- Brindar a todos los estudiantes condiciones seguras y colaborativas para el aprendizaje (Meta 1 de BUSD LCAP).
- Proporcionar una comunicación clara con las familias utilizando nuestras cuentas de redes sociales y el sitio web de la escuela.

Como padre, seré responsable de:

- Apoyar el aprendizaje de mi hijo(a) proporcionando un lugar tranquilo para completar la tarea, monitorear la finalización de la tarea y comunicarse con el maestro con cualquier pregunta sobre la tarea.
- Participar, cuando sea posible, en eventos escolares y con la comunidad escolar para comprender las expectativas académicas y apoyar la educación de mi hijo(a).
- Animar a mi hijo(a) a participar en oportunidades de enriquecimiento que amplían el aprendizaje durante el tiempo extracurricular.

Describa la importancia de la comunicación entre maestros y padres de forma continua a través de, como mínimo, los siguientes medios (Secciones 1116[d][2][A-D] de la ESSA):

- (A) conferencias de padres y maestros en las escuelas primarias, al menos una vez al año, durante las cuales se discutirá el pacto en relación con el logro individual del niño;
- (B) informes frecuentes a los padres sobre el progreso de sus hijos;
- (C) acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo(a) y observación de las actividades del salón de clases; y

- (D) asegurar una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela, y en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

La Escuela Secundaria Bellflower será responsable de:

- Las conferencias de padres y maestros se llevan a cabo al comienzo de cada año escolar y se discute el Pacto entre la escuela y los padres del Título I. Además, los padres y maestros completarán uno de los siguientes formularios: Guía de conferencias para padres, IEP, AIP, GATE-IPD o un formulario desarrollado por el maestro. Las conferencias de padres y maestros de primavera se llevan a cabo para todos los estudiantes que se desempeñan por debajo de los estándares del nivel de grado para revisar el progreso y actualizar los formularios de la conferencia. (BHS & BAE please modify according to your practice.)
- Las boletas de calificaciones se distribuyen a los padres cuatro (4) veces por año.
- Los informes de progreso se distribuyen a los padres de los estudiantes que se desempeñan por debajo del nivel de grado o cuyas calificaciones han bajado cuatro (4) veces por año.
- Los padres que deseen ser voluntarios en la clase pueden hacerlo con el permiso del maestro y al completar el proceso de solicitud de voluntariado.
- Los padres que deseen observar la instrucción en el salón de clases pueden hacerlo, pero deben seguir la Política de visitantes de BUSD.
- Animar a las familias a reunirse con el consejero de sus estudiantes regularmente para estar al tanto del progreso de los estudiantes.
- Proporcionarle a las familias toda la información necesaria sobre noticias escolares, fechas importantes y eventos escolares.

Como padre, seré responsable de:

- Asistir y participar activamente en las conferencias de padres y maestros.
- Revisar las boletas de calificaciones y siempre alentar a mi hijo(a) a que haga todo lo posible en todas las tareas académicas.
- Revisar los informes de progreso y siempre animar a mi hijo(a) a hacer todo lo posible en todas las tareas académicas.
- Ponerme en contacto con la escuela y comunicarme con todo el personal de la escuela y el maestro de mi hijo(a) según sea necesario.
- Hacer que mi estudiante asista a la escuela todos los días y llegue a tiempo.
- Supervisar el uso que hacen mis alumnos de las redes sociales.

Este Pacto fue establecido por la Escuela Secundaria Bellflower el 15 de mayo del 2024 y estará vigente durante el período de año escolar 2024-2025. La escuela distribuirá el Pacto anualmente a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 1 de septiembre de 2024.

Nombre escrito del director:
Michael Lundgren

Firma del director:



Fecha: 15 de mayo de 2024