School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bellflower High School	19643031930775	November 1, 2023	December 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Title I Schoolwide Program and Additional Targeted Support and Improvement (ATSI) and additional targeted support and improvement (ATSI). Bellflower Middle/High School's ATSI Plan focuses on chronic absenteeism, foster youth, and students with disabilities. The Bellflower Middle/High School plan addresses the ATSI identified student groups through data analysis, goal setting, and budget allocations.

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

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.

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 23-24:
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 186 responses, 43% of which were parents and 1% were students. According to the survey, 74% of responses agree or strongly agree that our school is a safe place for students to learn. 97% agree or strongly agree that our school emphasizes the importance of student attendance. 89% agree or strongly agree that instruction at our school is guided by California Standards and students learn using the adopted curriculum. 76% agree or strongly agree that our school provides professional development to support instructional practices and district initiatives. 82% agree or strongly agree that our school effectively communicates with parents and includes them in their child's education.

Title 1 Parent Evaluation 22-23:
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.
84.1% Yes - I am aware that parents at the school are involved in the development of parental involvement activities through PTA or other committees
72% 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.
85.4% 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.
74.1% Yes - I am aware that parents are involved in the planning, reviewing, and improvement of the Title I programs through School Site Council.
64.6% Yes - I am aware that parents were involved in the annual review of the school-parent compact through School Site Council.
78% Yes - The school provides many opportunities for parents to be involved with the education of their children.
80.2% Yes - The school has effective ways of communicating with parents.

Student Panorama Survey:
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 Spring 2023 and Fall 2023. The results from Fall 2023 showed the increase or decrease in each SEL section. Based on the survey results 49% of students extremely easily or quite easily can regulate their emotions, this is a 3% increase since our last survey. 55% of students have grit and are able to persevere through setbacks to achieve important long-term goals, this is a 3% increase since our last survey. 48% of students have a positive growth mindset, 2% increase since the last survey. 67% of our students feel they can self-manage their emotions, thoughts, and behaviors, this is a 2% increase in these results since the last survey. Lastly, 60% of our students have social awareness and can consider the perspectives of others and empathize with them, this is a 2% increase from last year’s survey.

Staff Panorama Survey:
A staff version of the Panorama survey was given to our staff in the Fall 2023, the questions reflected SEL professional learning at our school and teacher self-reflection. 47% of teachers were extremely supportive or quite supportive of the amount and quality of the professional growth and learning opportunities available to faculty related to social-emotional learning, this was down 1% since the last staff survey. 70% 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 3% increase 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, including our foster youth population and students with disabilities.

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 students, including our foster youth population and students with disabilities.

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.

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, including our foster youth population and students with disabilities.

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, including our foster youth population and students with disabilities.

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, including Foster Youth and Students with Disabilities. Instructional assistants are hired to support English learners in ELD classes. Teacher's 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 approximately 255 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 Forword, 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.

Educational Partner Involvement

How, when, and with whom did the 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 October 31, 2023.

Resource Inequities

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

The following resources inequities have been identified in order to support all students, including our foster youth population and students with disabilities.

Title 1 Needs Assessment Fall 23-24:
Respondents on the Title 1 Fall Needs Assessment helped us identify that academic supports including additional instructional aides (62.4%), after school tutoring (65.6%), and expanded learning programs (65.1%) would help our students succeed.

Title 1 Parent Evaluation Spring 22-23:

Based on the Title 1 Parent Evaluation, results indicate that 63.4% of respondents did not attend the annual Title 1 parent meeting. However, 70.7% of respondents stated that parent meetings are held at a convenient time. Bellflower Middle/High Schools needs to consider how to improve access to the annual Title 1 meeting.

Student Panorama Survey Fall 2023:
Based on the responses from the Fall 2023 Student Panorama Survey, though there were increases in every category the following are identified areas for growth: Grit (55%), Emotion Regulation (49%), and Growth Mindset (48%). These areas focus on how well students persevere through setbacks, regulate their emotions, and change the factors negatively affecting their performance in school.

Staff Panorama Survey Fall 2023:
Based on the Fall 2023 Staff Panorama Survey, with regard to social emotional learning (SEL), 70% of respondents stated that the SEL professional development was not relevant to their content area and 64% of respondents responded that they felt they don't have the opportunity to individualize their SEL PD opportunities. With regard to the teacher self-reflection category, although 70% of respondents responded favorably to various self-reflection topics, 46% of respondents are not confident that they can engage students who typically are not motivated and 52% of respondents are not confident that they can help the school's most challenging students to learn. The school needs provide additional SEL training that connects to the content areas of staff members. Additionally, resources and support are needed to increase the amount of staff that feel they can motivate their most challenging students to learn.

School and Student Performance Data

Student Enrollment
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%	0.34%	7	9	7
African American	10.08%	10.72%	11.35%	212	222	233
Asian	2.57%	2.32%	2.49%	54	48	51
Filipino	2.90%	3.14%	3.22%	61	65	66
Hispanic/Latino	79.18%	78.07%	77.10%	1,666	1616	1582
Pacific Islander	0.52%	0.53%	0.39%	11	11	8
White	3.09%	3.29%	2.97%	65	68	61
Multiple/No Response	1.05%	1.21%	2.14%	22	25	44
			Total Enrollment	2,104	2070	2052

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	328	338	329
Grade 8	340	337	344
Grade 9	359	361	315
Grade 10	412	359	354
Grade 11	347	388	348
Grade 12	318	287	362
Total Enrollment	2,104	2,070	2052

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 increase in the number of students who are multiple race or no response.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	22.2%	21.59%	19.64%
Fluent English Proficient (FEP)	55	57	65	2.61%	2.76%	3.15%
Reclassified Fluent English Proficient (RFEP)	610	574	570	28.99%	27.85%	27.64%

Conclusions based on this data:

1. The data shows a consistent number of English Learners, with 19.7% of our student population being English Learners in 2022-2023. Historically, the percentage of ELL students at Bellflower Middle/High School hovers around 20% for the past several years.
2. There has been a slight decrease overall in the numbers of ELL students at Bellflower Middle/High School, from 21.8% in 2022-2023 to 19.7% in 2023-2024.
3. Our recent focus on supports and reclassification pathways has led to an increased in student reclassification success.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	353	330	338	0	325	334	0	324	334	0.0	98.5	98.8
Grade 8	375	344	328	0	331	318	0	331	318	0.0	96.2	97.0
Grade 11	345	293	364	56	287	355	56	287	355	16.2	98.0	97.5
All Grades	1073	967	1030	56	943	1007	56	942	1007	5.2	97.5	97.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2520.	2518.		10.80	6.59		28.40	35.63		27.78	26.95		33.02	30.84
Grade 8		2529.	2544.		7.55	11.01		30.21	31.45		30.21	28.93		32.02	28.62
Grade 11	2688.	2565.	2576.	58.93	16.03	16.62	33.93	31.36	33.52	3.57	28.22	27.89	3.57	24.39	21.97
All Grades	N/A	N/A	N/A	58.93	11.25	11.52	33.93	29.94	33.57	3.57	28.77	27.90	3.57	30.04	27.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.02	6.91		57.10	60.96		34.88	32.13
Grade 8		9.67	12.89		52.87	57.55		37.46	29.56
Grade 11	53.57	13.29	16.38	42.86	61.89	63.84	3.57	24.83	19.77
All Grades	53.57	10.20	12.14	42.86	57.07	60.90	3.57	32.73	26.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		21.43	14.16		54.04	59.34		24.53	26.51
Grade 8		14.50	15.41		58.31	59.43		27.19	25.16
Grade 11	66.07	24.48	21.53	28.57	49.65	56.66	5.36	25.87	21.81
All Grades	66.07	19.91	17.15	28.57	54.21	58.42	5.36	25.88	24.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.19	10.21		69.14	72.37		20.68	17.42
Grade 8		9.06	12.26		69.79	71.07		21.15	16.67
Grade 11	19.64	7.69	10.45	76.79	76.57	76.27	3.57	15.73	13.28
All Grades	19.64	9.03	10.95	76.79	71.63	73.33	3.57	19.34	15.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		15.74	12.87		58.95	64.07		25.31	23.05
Grade 8		12.39	19.50		65.56	56.92		22.05	23.58
Grade 11	57.14	19.16	20.56	42.86	61.67	62.54	0.00	19.16	16.90
All Grades	57.14	15.61	17.68	42.86	62.10	61.27	0.00	22.29	21.05

Conclusions based on this data:

1. Comparing standard exceeded and standard met data from 2021-2022 and 2022-2023, Bellflower Middle/High School's overall achievement data in English Language Arts shows a slight increase overall (Exceeded 11.25% to 11.52%; Met 29.94% to 33.57%).
2. 58% of our 7th grade students and 57.5% 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	353	328	338	0	322	333	0	320	333	0.0	98.2	98.5
Grade 8	375	345	327	0	331	316	0	331	316	0.0	95.9	96.6
Grade 11	345	290	364	27	283	355	27	282	355	7.8	97.6	97.5
All Grades	1073	963	1029	27	936	1004	27	933	1004	2.5	97.2	97.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2468.	2467.		5.63	3.30		16.25	10.21		21.56	33.03		56.56	53.45
Grade 8		2463.	2466.		7.85	7.91		7.85	8.54		16.31	17.09		67.98	66.46
Grade 11	2627.	2508.	2502.	3.70	3.90	2.25	48.15	8.16	9.30	33.33	24.82	24.23	14.81	63.12	64.23
All Grades	N/A	N/A	N/A	3.70	5.89	4.38	48.15	10.83	9.36	33.33	20.69	24.90	14.81	62.59	61.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.06	5.11		36.25	43.24		54.69	51.65
Grade 8		9.06	7.59		35.35	32.28		55.59	60.13
Grade 11	*	6.38	5.07	*	37.59	32.39	*	56.03	62.54
All Grades	*	8.25	5.88	*	36.33	35.96	*	55.41	58.17

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		4.69	3.60		46.56	49.85		48.75	46.55
Grade 8		7.25	6.65		38.97	44.94		53.78	48.42
Grade 11	*	2.48	2.25	*	62.06	58.31	*	35.46	39.44
All Grades	*	4.93	4.08	*	48.55	51.29	*	46.52	44.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		4.69	3.90		60.63	60.66		34.69	35.44
Grade 8		6.65	5.70		54.68	51.27		38.67	43.04
Grade 11	*	2.48	3.38	*	66.31	60.56	*	31.21	36.06
All Grades	*	4.72	4.28	*	60.24	57.67	*	35.05	38.05

Conclusions based on this data:

1. Comparing standard exceeded and standard met data from 2021-2022 to 2022-2023, Bellflower Middle/High School's overall achievement data in mathematics showed a decrease in all grade levels (16.72% to 13.74%). The percentage of Standard Nearly Met did increase for our 7th grade population (21.56% to 33.03%) and 8th grade population (16.31% to 17.09%)

2. 86.5% of our 7th grade students and 83.5% 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

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1549.6	1546.8	1561.2	1553.0	1535.0	1566.2	1545.6	1558.2	1555.6	104	86	77
8	1559.7	1540.6	1553.8	1566.2	1538.4	1554.8	1552.6	1542.3	1552.5	91	92	73
9	1550.7	1555.7	1551.9	1545.6	1548.6	1548.4	1555.3	1562.4	1554.9	98	88	84
10	1568.9	1556.8	1595.4	1572.0	1551.1	1611.5	1565.3	1562.0	1578.8	94	90	70
11	1560.6	1545.1	1566.7	1559.4	1532.5	1554.8	1561.3	1557.2	1578.0	49	48	65
12	1580.3	1526.9	1551.6	1586.9	1508.0	1549.0	1573.0	1545.1	1553.6	29	40	43
All Grades										465	444	412

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	25.00	27.06	38.16	37.50	42.35	36.84	30.77	21.18	15.79	6.73	9.41	9.21	104	85	76
8	26.97	14.13	27.40	41.57	42.39	46.58	24.72	26.09	13.70	6.74	17.39	12.33	89	92	73
9	12.24	15.91	18.07	43.88	50.00	38.55	31.63	21.59	24.10	12.24	12.50	19.28	98	88	83
10	26.60	23.33	42.86	37.23	30.00	27.14	24.47	34.44	21.43	11.70	12.22	8.57	94	90	70
11	22.45	12.50	21.88	30.61	33.33	37.50	26.53	27.08	23.44	20.41	27.08	17.19	49	48	64
12	20.69	13.51	16.67	55.17	18.92	30.95	10.34	35.14	23.81	13.79	32.43	28.57	29	37	42
All Grades	22.46	18.64	28.19	39.96	38.41	36.76	26.78	26.82	20.10	10.80	16.14	14.95	463	440	408

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	36.54	35.29	46.05	44.23	48.24	36.84	14.42	8.24	11.84	4.81	8.24	5.26	104	85	76
8	38.20	31.52	49.32	46.07	39.13	31.51	8.99	15.22	9.59	6.74	14.13	9.59	89	92	73
9	26.53	30.68	32.53	42.86	46.59	32.53	22.45	13.64	20.48	8.16	9.09	14.46	98	88	83
10	39.36	35.56	51.43	34.04	27.78	27.14	22.34	26.67	14.29	4.26	10.00	7.14	94	90	70
11	32.65	29.17	32.81	36.73	27.08	31.25	18.37	20.83	26.56	12.24	22.92	9.38	49	48	64
12	51.72	16.22	28.57	34.48	40.54	33.33	10.34	16.22	19.05	3.45	27.03	19.05	29	37	42
All Grades	35.85	31.36	40.93	40.82	38.86	32.11	16.85	16.59	16.67	6.48	13.18	10.29	463	440	408

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	13.46	25.88	25.00	26.92	18.82	25.00	40.38	42.35	32.89	19.23	12.94	17.11	104	85	76
8	12.36	11.96	12.33	29.21	18.48	28.77	37.08	43.48	42.47	21.35	26.09	16.44	89	92	73
9	5.10	9.09	8.43	26.53	31.82	28.92	42.86	38.64	30.12	25.51	20.45	32.53	98	88	83
10	17.02	12.22	17.14	22.34	26.67	32.86	39.36	36.67	34.29	21.28	24.44	15.71	94	90	70
11	14.29	8.33	10.94	16.33	18.75	29.69	36.73	39.58	37.50	32.65	33.33	21.88	49	48	64
12	3.45	8.11	7.14	34.48	13.51	21.43	37.93	32.43	33.33	24.14	45.95	38.10	29	37	42
All Grades	11.66	13.41	13.97	25.70	22.50	28.19	39.52	39.55	35.05	23.11	24.55	22.79	463	440	408

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.45	16.47	27.63	67.96	65.88	60.53	13.59	17.65	11.84	103	85	76
8	22.47	15.56	24.66	68.54	65.56	61.64	8.99	18.89	13.70	89	90	73
9	9.18	7.95	15.66	73.47	79.55	66.27	17.35	12.50	18.07	98	88	83
10	18.09	8.99	27.14	69.15	83.15	61.43	12.77	7.87	11.43	94	89	70
11	16.33	4.17	12.50	55.10	56.25	64.06	28.57	39.58	23.44	49	48	64
12	0.00	5.41	14.29	86.21	59.46	47.62	13.79	35.14	38.10	29	37	42
All Grades	15.80	10.76	20.83	69.26	70.48	61.27	14.94	18.76	17.89	462	437	408

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	65.38	56.47	69.74	27.88	36.47	23.68	6.73	7.06	6.58	104	85	76
8	64.04	43.48	70.42	30.34	42.39	21.13	5.62	14.13	8.45	89	92	71
9	60.82	60.23	69.88	31.96	28.41	20.48	7.22	11.36	9.64	97	88	83
10	69.89	58.89	81.16	24.73	32.22	13.04	5.38	8.89	5.80	93	90	69
11	65.31	56.25	62.90	20.41	18.75	30.65	14.29	25.00	6.45	49	48	62
12	82.76	43.24	64.29	13.79	27.03	16.67	3.45	29.73	19.05	29	37	42
All Grades	66.16	53.86	70.22	26.90	32.50	21.09	6.94	13.64	8.68	461	440	403

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	21.15	19.05	26.32	31.73	52.38	42.11	47.12	28.57	31.58	104	84	76
8	24.72	17.58	20.83	28.09	26.37	41.67	47.19	56.04	37.50	89	91	72
9	15.31	15.91	15.66	44.90	50.00	39.76	39.80	34.09	44.58	98	88	83
10	23.40	20.00	28.57	46.81	46.67	48.57	29.79	33.33	22.86	94	90	70
11	18.37	14.58	21.88	38.78	41.67	45.31	42.86	43.75	32.81	49	48	64
12	3.45	16.22	9.52	65.52	29.73	40.48	31.03	54.05	50.00	29	37	42
All Grades	19.65	17.58	21.13	39.74	42.24	43.00	40.60	40.18	35.87	463	438	407

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.38	24.71	28.95	77.88	67.06	57.89	6.73	8.24	13.16	104	85	76
8	10.11	3.33	5.48	84.27	84.44	84.93	5.62	12.22	9.59	89	90	73
9	3.09	3.49	0.00	81.44	82.56	86.75	15.46	13.95	13.25	97	86	83
10	2.13	6.74	7.14	86.17	76.40	85.71	11.70	16.85	7.14	94	89	70
11	32.65	12.50	20.31	46.94	62.50	65.63	20.41	25.00	14.06	49	48	64
12	20.69	13.51	11.90	68.97	48.65	61.90	10.34	37.84	26.19	29	37	42
All Grades	11.26	10.11	12.01	77.71	73.56	75.00	11.04	16.32	12.99	462	435	408

Conclusions based on this data:

1. Overall, out of 412 students tested, 65% scored a 3/4 overall.

2. Oral language and the listening domain are areas of stregnth for our students. Overall 73.% of our students scored a 3/4 in oral language domain and 82% scored a 3/4 in the listening domain.

3. The data shows a continued need on school-wide literacy strategies and integrated english language development. 35.87% of our students scored at the beginning level of the reading domain and 43% are at the somewhat/moderately level of the writing 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

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,104	**84.5**	**22.2**	**0.8**
Total Number of Students enrolled in Bellflower 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	467	22.2
Foster Youth	17	0.8
Homeless	21	1.0
Socioeconomically Disadvantaged	1,777	84.5
Students with Disabilities	337	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	212	10.1
American Indian	7	0.3
Asian	54	2.6
Filipino	61	2.9
Hispanic	1,666	79.2
Two or More Races	22	1.0
Pacific Islander	11	0.5
White	65	3.1

Conclusions based on this data:

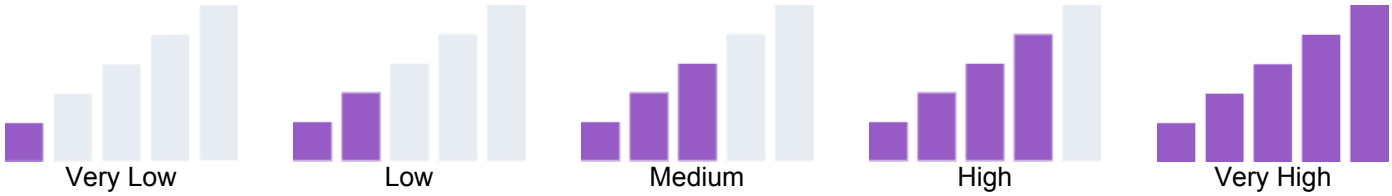
1. Bellflower had 2,104 students enrolled in the 2021-22 school year. over 84.5% of the student population is socioeconomically disadvantaged. 22.2% of our students are English Learners and 0.8% of our students are Foster Youth.
2. The largest student group at Bellflower Middle/High School are socioeconmically disadvantaged at 84.5%. The second largest student group are English Learners at 22.2% of our total population.
3. Bellflower Middle/High School's enrollment is 79.2% hispanic, 10.1% are African American, and 3% are white.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** High	**Suspension Rate** High
Mathematics Low	**Chronic Absenteeism** Very High	
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Bellflower High School's graduation rate (Academic Engagement) has a blue rating (best).
2. Bellflower High School's performance in English Language Arts fall in the Orange range.
3. Bellflower High School performance in Math improved to yellow, College/Career improved to green, and the Suspensions improved to Yellow.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

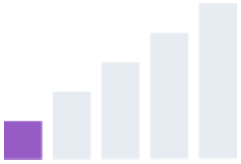
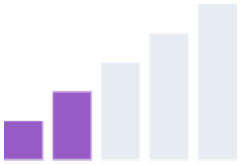
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	1	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
25.2 points below standard	61.4 points below standard	6 Students
897 Students	295 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	30.4 points below standard	121.7 points below standard
	782 Students	151 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very Low	No Performance Level	No Performance Level	High
58.3 points below standard	4 Students	20.3 points below standard	33.2 points above standard
90 Students		20 Students	33 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	No Performance Level	No Performance Level	No Performance Level
25.2 points below standard	87.2 points below standard	7 Students	8.0 points below standard
702 Students	12 Students		29 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.5 points below standard	9.3 points below standard	30.0 points below standard
199 Students	96 Students	418 Students

Conclusions based on this data:

1. As a school, the dashboard indicates that students at Bellflower Middle/High School scored 2.4 points below standard in English Language Arts, but we maintained the level of performance (orange level).
2. Although we have seen gains in English Language Arts, our English Learners, Students with Disabilities and our African American subgroup require additional support. Additional resources will be allocated to support students.
3. Students with Disabilities was the only subgroup that had an increase in performance. Some student groups, specifically Hispanic and Filipino had increase in performance.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

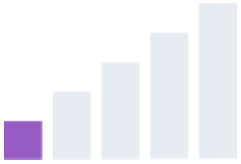
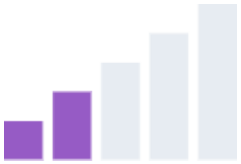
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	1	1	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
110.4 points below standard	150.5 points below standard	6 Students
888 Students	295 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
4 Students	116.9 points below standard	200.8 points below standard
	773 Students	149 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 139.0 points below standard 89 Students	No Performance Level 4 Students	No Performance Level 74.7 points below standard 20 Students	Medium 15.6 points below standard 32 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 114.1 points below standard 694 Students	No Performance Level 148.6 points below standard 12 Students	No Performance Level 7 Students	No Performance Level 77.4 points below standard 29 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
173.9 points below standard 200 Students	101.4 points below standard 95 Students	104.7 points below standard 412 Students

Conclusions based on this data:

1. Collectively, Bellflower's performance in the area of Mathematics increased by 4.6 points.
2. Our socioeconomically disadvantaged students increased 4.5 points from 2018. Also, our students with disabilities had an increase of 3.1 points. Our EL students increased 10 points. Though subgroups have increases, they still remain below standard.
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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

45.7 making progress towards English language proficiency

Number of EL Students: 403 Students

Performance Level: 3

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.

2022 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
24.6%	29.8%	9.2%	36.5%

Conclusions based on this data:

1. The dashboard shows that 48.5% of Bellflower Middle/High School's English Learner population is making progress towards English language proficiency.
2. The data also shows that 185 English learners maintained their ELPI level and 133 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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. In the last three years, the percentage of students who "college and career"has increased from 34% in 2018 to 40.2% in 2019 (6.1% increase).
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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

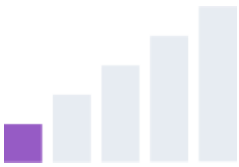
Very High	High	Medium	Low	Very Low
4	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
23.9% Chronically Absent	29.1% Chronically Absent	38.5% Chronically Absent
704 Students	203 Students	13 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	24% Chronically Absent	33% Chronically Absent
5 Students	609 Students	115 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	No Performance Level	No Performance Level
17.1% Chronically Absent	Less than 11 Students	5.3% Chronically Absent	8.7% Chronically Absent
76 Students	2 Students	19 Students	23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	No Performance Level
25.4% Chronically Absent	Less than 11 Students	Less than 11 Students	25.9% Chronically Absent
543 Students	9 Students	5 Students	27 Students

Conclusions based on this data:

1. The dashboard shows that Bellflower Middle/High School is at the very high level for all students, which has increased since 2019. The data shows that 23.9% of Bellflower Middle/High School students are chronically absent, which is a increase of 13.7% post covid.
2. Bellflower Middle/High School is at the yery high level for our socioeconomically group, which shifted from very low in 2019 . The data shows that 24% of Bellflower Middle/High School students are chronically absent, which is an increase of 12.7% post covid.
3. Bellflower Middle/High School's African American student group is at the high level, which was a drop from the red level in 2019. The data shows that 17.1% African American students are chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	0	4

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
94.8% graduated	86.6% graduated	Less than 11 Students
325 Students	67 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	95.6% graduated	96.5% graduated
10 Students	296 Students	57 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High		No Performance Level	No Performance Level
96.8% graduated		84.6% graduated	100% graduated
31 Students		13 Students	11 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	No Performance Level
95.7% graduated	Less than 11 Students	Less than 11 Students	72.7% graduated
256 Students	2 Students	1 Student	11 Students

Conclusions based on this data:

1. The dashboard shows that Bellflower Middle/High School's graduation rate for all students is at 98.4% and is at the blue level, the percentage of graduates increased by 3.2%.
2. The dashboard shows that the graduation rate increased 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

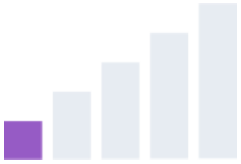
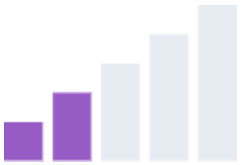
Very High	High	Medium	Low	Very Low
4	3	3	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	Very High
9.1% suspended at least one day	10.5% suspended at least one day	24.2% suspended at least one day
2296 Students	553 Students	33 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
21.7% suspended at least one day	9.5% suspended at least one day	12.6% suspended at least one day
23 Students	1957 Students	382 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very High	No Performance Level	High	Medium
15.6% suspended at least one day	Less than 11 Students	7% suspended at least one day	6% suspended at least one day
243 Students	8 Students	57 Students	67 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Medium	No Performance Level	Medium
8.6% suspended at least one day	3.2% suspended at least one day	15.4% suspended at least one day	5.3% suspended at least one day
1802 Students	31 Students	13 Students	75 Students

Conclusions based on this data:

1. The dashboard shows that Bellflower Middle/High School is at the high level. The data shows that 9.1% of Bellflower Middle/High School students have been suspended at least once, which is an increase of 1.3% from 2019.
2. Bellflower Middle/High School's African American student group is at the very high level. The data shows that 17.8% of students in the African American student group have been suspended at least once, which is a decline of 2.2% from 2019.
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.

LEA/LCAP Goal

Provide all students safe, collaborative conditions for learning.

Goal 1

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.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate (2021-22)	Graduation Rate 94.8%	Increase graduation rate by at least 2%
California School Dashboard Student Attendance (2021-22)	Chronic Absenteeism performance level as measured by the California School Dashboard. All Students 23.9% English Learners 29.1%	Decrease chronic absenteeism for all students and sub groups by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged 24% SWD 33% Hispanic 25.4% African American 17.1%	
Suspension Rate (2021-22)	Suspension Rate 9.1%	Lower suspension rate by at least 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
13,800	SISS 4000-4999: Books And Supplies Materials, Supplies, and Non Cap Equipment
198,941	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Dean of Climate & Culture
79,596	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional Security Personnel
2,870	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Extra Hours for Health Office
10,000	Concentration Grant 5000-5999: Services And Other Operating Expenditures Minga Software
35,000	Concentration Grant 5000-5999: Services And Other Operating Expenditures PBIS Social Emotional Materials & Supplies
5,915	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries

	Additional Extra Hours for In-House Student Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Concentration Grant 5000-5999: Services And Other Operating Expenditures Professional Development for Link Crew Coordinators, Activities Director, and Class Advisors
3,353	Concentration Grant 1000-1999: Certificated Personnel Salaries Summer Planning Hours for Link Crew Coordinators and Activities Director
50,000	Concentration Grant 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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,438	Title I 2000-2999: Classified Personnel Salaries Extra Hours for Academic Support and Re-engagement of students participating in short-term independent studies
75,000	Concentration Grant 0000: Unrestricted Purchase, Replacement, Repair of Supplemental materials, equipment, technology, and software.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

Bellflower Middle/High School strongly supports the development and growth of our teachers as professional educators by providing school focused 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 including, foster youth and students with disabilities. 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
50,000	Concentration Grant 5000-5999: Services And Other Operating Expenditures Professional Development - Travel & Conference Registration, Accommodations, Travel, Per Diem

32,151	Concentration Grant 1000-1999: Certificated Personnel Salaries Professional Development - Substitutes
15,000	Concentration Grant 4000-4999: Books And Supplies PD Teacher Collaboration Supplies
35,365	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Professional Development Subs
126,740.80	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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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, including foster youth and students with disabilities. These conversations will help subject-like teams to identify essential standards in order to plan differentiated instruction and needed intervention. Our Deparments 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 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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
1,200	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplies and materials for teacher collaboration
51,440	Concentration Grant 1000-1999: Certificated Personnel Salaries Course Lead Stipends

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Educational Technology Related Services (EdPuzzle, ProQuest, Edulastic, etc)
11,505	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures

	Go Guardian Service
3,800	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Additional Technology Services - Chromebook Training
5,833	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Parchment Transcript Service

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
31,842	SISS 4000-4999: Books And Supplies Office Furniture

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 22-23 school year, several strategies/activities were implemented to address the needs of all students, including underperforming and unduplicated students.

- A Dean of Climate & Culture was hired in the Fall of the 22-23 school year, who is reinforcing student support with behavior and attendance. The Dean is also spearheading

a new Climate & Culture committee which includes, teachers, classified, and students to help update our PBIS practices.

- 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 and ASB Advisors 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.

- 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.

- 40 staff members (teachers, counselors, administrators) have attended either the AVID Summer Institute or AVID Digital XP training, which represents a total of 34.78% 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.

- 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.

- An additional security personnel was hired to provide additional assistance in planning, coordinating, and operation of a student safety and security program.

Briefly 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.

Professional learning opportunities during the school day were limited this year and therefore allocations for subs were not fully utilized, but we are hopeful that we can provide professional learning opportunities during the school day in the future.

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 get more teachers trained in the AVID methodologies/strategies.

An additional 500 chromebooks were purchased to replace broken and obsolete chromebooks which are no longer usable.

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. BMHS will be implementing a Community Input Committee that provides an opportunity for greater Educational Partner collaboration and input.

Additionally, Bellflower will further implement the use of social/emotional strategies campuswide that will provide targeted supports for all students, including ATSI groups (students with disabilities and foster youth). These strategies include monitoring and check-in from the following staff members:

- Wellness Counselors
- Dean of Climate & Culture

In order to further create a safe campus for all students and foster a smooth transition from each respective grade level, students, including ATSI groups (students with disabilities and foster youth) will have increased access to supplemental academic support through the following programs:

- Summer Academy for 7th and 8th grade students
- Summer School for Grades 9-12 (for credit recovery and original credit)
- Think Together after school enrichment and academic support (7th and 8th grade)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Growth Math K-12; NWEA MAP Growth Language Arts: Reading	NWEA Fall 2023 Math scores: Students who scored in the 80th percentile or higher for the fall Math administration were:	Overall Achievement on the NWEA Assessment will show a 2% increase in the number of students at the 80th percentile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 7: 2%, Grade 8: 1%, Grade 9: 9%, Grade 10: 8%, Grade 11: 12%, Grade 12: 16%. Students who scored in the 20th percentile or lower for the fall Math administration were: Grade 7: 40%, Grade 8: 36%, Grade 9: 36%, Grade 10: 28%, Grade 11: 24%, Grade 12: 31%. Bellflower NWEA Fall 2023 Reading scores: Students who scored in the 80th percentile or higher for the fall Reading administration were: Grade 7: 4%, Grade 8: 2%, Grade 9: 7%, Grade 10: 6%, Grade 11: 5%, Grade 12: 2%. Students who scored in the 20th percentile or lower for the fall Reading administration were: Grade 7: 37%, Grade 8: 24%, Grade 9: 28%, Grade 10: 22%, Grade 11: 26%, Grade 12: 17%.	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 405 English learners enrolled. According to the 2023 ELPAC Overall data in Ellevation: 20.1% of students are at level 4, 41.5% of students are at level 3, 24% of students are at level 2, 14.4% 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 2022-2023 SBAC assessment, Bellflower students scored in the following ranges. Standard exceed in ELA: Grade 7: 6%	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 8: 11% Grade 11: 17% Standard Met in ELA: Grade 7: 34% Grade 8: 31% Grade 11: 33% Standard Nearly Met in ELA: Grade 7: 27% Grade 8: 29% Grade 11: 27% Standard Not Met in ELA: Grade 7: 33% Grade 8: 29% Grade 11: 23% Standard exceed in Math: Grade 7: 3% Grade 8: 8% Grade 11: 3% Standard Met in Math: Grade 7: 10% Grade 8: 8% Grade 11: 9% Standard Nearly Met in Math: Grade 7: 33% Grade 8: 17% Grade 11: 24% Standard Not Met in Math: Grade 7: 54% Grade 8: 67% Grade 11: 64% Standard exceed in Science: Grade 8: 3% Grade 11: 0% Standard Met in Science: Grade 8: 11% Grade 11: 14% Standard Nearly Met in Science:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 8: 57% Grade 11: 70% Standard Not Met in Science: Grade 8: 29% Grade 11: 16%	
A-G Completion Rate	Graduates meeting UC/CSU Requirements in the 2021-2022 school year, per DataQuest: 36.1% by Race/Ethnicity • African American 30% • Asian 72.7% • Filipino 54.5% • Hispanic or Latino 33.6% by Subgroup • English Learners 14% • Students with Disabilities 12% • Socioeconomically Disadvantaged 35.7%	4-year adjusted cohort graduation rate data will show a 3% increase in the number of students meeting the UC/CSU requirements.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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, including foster youth and students with disabilities, 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.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
36,923	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
17,436	Title I 1000-1999: Certificated Personnel Salaries AVID Summer Institute Teacher Extra Hours
127,930	Title I 2000-2999: Classified Personnel Salaries AVID Tutors
6,560	Title I 1000-1999: Certificated Personnel Salaries AVID Academic Support - Extra Hours for Personnel
5,009	Title I 5000-5999: Services And Other Operating Expenditures AVID Annual Contract Renewal
25,000	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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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, including foster youth and students with disabilities 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 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
76,573	Title I 2000-2999: Classified Personnel Salaries 5 Instructional Assistants-Bilingual
104,984	Concentration Grant 5000-5999: Services And Other Operating Expenditures Classroom Flexible Seating to support AVID and ELD academic strategies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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 & 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, including foster youth and students with disabilities who meet a-g requirements and show growth in the College and Career Indicator on the California Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
181,288	Title I 1000-1999: Certificated Personnel Salaries College & Career Counselor
25,252	Concentration Grant 2000-2999: Classified Personnel Salaries Clerical Support (College & Career Center)
21,904	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
13,505	Concentration Grant 1000-1999: Certificated Personnel Salaries Summer Melt and A-G Identification Stipends
10,414.95	Concentration Grant 4000-4999: Books And Supplies Summer Melt Materials & Supplies

3,220	Title I 5000-5999: Services And Other Operating Expenditures PSAT/NMSQT Assessment Fees
33,561	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental College & Career Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000	Supplemental (EL) Grant 4000-4999: Books And Supplies CTE Materials & Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
38,580	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Field Learning Experiences Subs
15,000	Concentration Grant

	0000: Unrestricted Field Learning Experiences Fees and Student Transportation
32,151	Concentration Grant 1000-1999: Certificated Personnel Salaries Field Learning Experiences Subs
21,557	Title I 0000: Unrestricted Field Learning Experiences Fees and Student Transportation
36,855	Title I 1000-1999: Certificated Personnel Salaries Field Learning Experience Subs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Foster and SWD for ATSI Plan.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000	Title I 5000-5999: Services And Other Operating Expenditures Learning Lab Furniture, Materials, and Supplies
6,483	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Registrar to assist with credit recovery grade input, summer registration/enrollment, and transcript requests.
64,300	Concentration Grant 1000-1999: Certificated Personnel Salaries Extra Period Assignment for Academic Intervention

24,993	Concentration Grant 2000-2999: Classified Personnel Salaries Student Workers (Academic Mentor Program)
4,628	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Accompanist - Supplemental Extra Hours
22,615	Supplemental (EL) Grant 4000-4999: Books And Supplies Performing Arts Supplies, Equipment, Transportation and Repairs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
8,215	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional Clerical Support for Library
1,308	Supplemental (EL) Grant 4000-4999: Books And Supplies Book/Magazine Subscription (Scholastic)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 22-23 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.
- 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 1 section of AVID 7, 1 section of AVID 8, 2 sections of AVID 9, and 2 sections of AVID 10. Next year, we will add AVID 11 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.

Briefly 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.

Professional learning opportunities continued to be open to staff, however, due to a sub shortage we were unable to provide as many professional learning opportunities during the school day. Next school year we will continue to offer these opportunities to build additional capacity.

Due to staffing unavailability, our College & Career Technician was unable to provide additional hours. Due to staffing shortages, we were unable to hire clerical support for the College & Career Center.

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 hire additional support through an additional College & Career Technician and/or clerical support in the College & Career Center to provide more services to students. Furthermore, we plan on purchasing school planners for all students 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, including ATSI groups (students with disabilities and foster youth), several academic supports will be implemented or increased, including:

- AVID Elective/Tutorials expansion (in Grades 7, 8, & 11)
- After-school tutoring (all grade levels)
- Summer Academy (Acceleration/Enrichment for Grades 7 & 8)
- Summer School (Credit Recovery and Original Credit for Grades 9-12)
- Develop and implement structured academic interventions during the school day (all grade levels)
- Expanding CTE Pathways (Aviation Pathway-MS/HS, Computer Science courses-MS/HS, Auto completer course-MS/HS, Peer Counseling completer course-HS)

Additionally, Bellflower will continue developing the professional growth of staff members and leveraging resources to support all students, including ATSI groups (students with disabilities and foster youth), 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

To increase parental involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Tracker	6,000 average parent participation rate for 2022-2023.	6,500 average parent participation rate for 2023-2024.
Instagram Usage	260 of Instagram posts in 2022-2023.	300 Instagram posts in 2023-2024.
Bellflower Beat Newsletter	45,259 views on 23 newsletters sent home in 2022-2023.	Approximately 46,000 number of views and 25 number of newsletters sent home in 2023-2024.
Parent Workshops	10 parent workshops hosted in 2022-2023	12 parent workshops hosted in 2023-2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10,100	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education Bridge for Student Achievement Foundation (PEBSAF) Workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
86,190	Title I 2000-2999: Classified Personnel Salaries Community Case Manager

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000	SISS 5000-5999: Services And Other Operating Expenditures Food Services-Catering for Parent Meetings

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 22-23 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 2022. 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 WASC Accreditation visit to provide feedback regarding their perception and their student experience at school.

Briefly 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, including ATSI groups (students with disabilities and foster youth), 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 table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,230,952.75

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$631,262.00
Title I Part A: Parent Involvement	$10,100.00

Subtotal of additional federal funds included for this school: $641,362.00

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	$853,555.95
SISS	$66,975.00
Supplemental (EL) Grant	$669,059.80

Subtotal of state or local funds included for this school: $1,589,590.75

Total of federal, state, and/or local funds for this school: $2,230,952.75

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
Juan Angulo	Secondary Student
Savannah Hinostroza	Secondary Student
Uloaku Obiefule	Secondary Student
Tina Mansell	Classroom Teacher
Sean Allice	Classroom Teacher
Harmoni Vasquez	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, 2023.

Attested:

	Principal, Michael Lundgren on November 28 2023
	SSC Chairperson, Robert Harrison on November 28 2023

Bellflower Middle/High School
English Learner Advisory Committee (ELAC)
AGENDA

10/26/23
8:45 AM
Family Resource Room

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

	1. Assist in the development of the schoolwide needs assessment
X	2. Assist with efforts to make parents aware of the importance of regular attendance
X	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)
	5. Receive training to assist members in carrying out their legal responsibilities
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
X	7. Other

I. Call to Order
II. Welcome and Introductions
III. DELAC Report (brief summary of DELAC meeting)
    A. Review of Calendar: DELAC Calendar 2023-2024
IV. ELAC Mandated Topics
    A. Review of last meeting's Agenda
    B. Review of BISC Information
    C. BUSD Reclassification Criteria
    D. Review of School Plan for Student Achievement (SPSA)
        1. SPSA 2023-2024 In English
        2. SPSA 2023-2024 En Espanol
    E. Already submitted to School Site Council and the principal:
        1. Assist in the Development of the Schoolwide Needs Assessment
        2. Advise the Principal in the Development of a Site Plan for EL Students
        3. Submit recommendations to the School Site Council for Consideration of Inclusion in the School Plan for Student Achievement (SPSA)
V. Unfinished or New Business
VI. Public Comments
VII. Announcements
VIII. Adjournment

The agenda must be posted at least 72 hours in advance of the meeting

Bellflower Middle/High School
Comité Asesor de Estudiantes Aprendiendo Inglés
AGENDA

10/26/23
8:45 AM
Family Resource Room

Temas obligatorios: (Marque los temas discutidos en la reunión)

	1. Asistir con el desarrollo de la encuesta de necesidades de la escuela
X	2. Asistir con los esfuerzos para educar a los padres sobre la importancia de la asistencia regular
X	3. Aconsejar sobre la efectividad del programa de la escuela para los estudiantes aprendiendo inglés
X	4. Aportar al desarrollo del Plan Escolar (SPSA) al Concilio Escolar (SSC)
	5. Recibir capacitación para ayudar a los miembros a realizar sus responsabilidades legales
	6. Elegir a un representante para el Comité Asesor de Estudiantes Aprendiendo Inglés del Distrito (DELAC)
X	7. Otro

I. Apertura de la sesión
II. Bienvenida y presentar a miembros y/o invitados
III. Informe DELAC (breve resumen de la reunión DELAC)
    A. Revisión del Calendario: DELAC Calendar 2023-2024
IV. Temas Obligatorios del ELAC
    A. Revisión de la Agenda de la última reunión
    B. Revisión de la información de BISC
    C. Criterios de reclasificación de BUSD
    D. Revisión del Plan Escolar para el Rendimiento Estudiantil (SPSA)
        1. SPSA 2023-2024 In English
        2. SPSA 2023-2024 En Espanol
    E. Ya presentado al Consejo del Sitio Escolar y al director:
        1. Ayudar en el desarrollo de la evaluación de necesidades de toda la escuela
        2. Asesorar al director en el desarrollo de un plan de sitio para estudiantes EL
        3. Presentar recomendaciones al Consejo del Plantel Escolar para la consideración de la inclusión en el Plan Escolar para el Logro Estudiantil (SPSA)
V. Asuntos pendientes o nuevos
VI. Comentarios Públicos
VII. Anuncios

VIII. Cierre de la sesión

La agenda debe ser publicada por lo menos 72 horas antes de la reunión

Bellflower Middle/High School
English Learner Advisory Committee (ELAC)
Minutes

10/26/23
8:45 AM
Family Resource Room

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

	1. Assist in the development of the schoolwide needs assessment
X	2. Assist with efforts to make parents aware of the importance of regular attendance
X	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)
	5. Receive training to assist members in carrying out their legal responsibilities
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
X	7. Other

I. Call to Order at 9:00am
II. Welcome and Introductions
III. DELAC Report (brief summary of DELAC meeting)
    A. Review of Calendar: DELAC Calendar 2023-2024
    B. Sandra Sanchez attended the DELAC meeting, and described to the parents what the last meeting was about from October 12, 2023. She described the district's expenditures, and talked about the needs of the schools, which included a parental discussion about the necessity to have clean bathrooms. The parents also discussed the food situation as well from the school.
IV. ELAC Mandated Topics
    A. Review of last meeting's Agenda
    B. Review of BISC Information
    C. BUSD Reclassification Criteria
    D. Review of School Plan for Student Achievement (SPSA)
        1. SPSA 2023-2024 In English
        2. SPSA 2023-2024 En Espanol
    E. Already submitted to School Site Council and the principal:
        1. Assist in the Development of the Schoolwide Needs Assessment
        2. Advise the Principal in the Development of a Site Plan for EL Students
        3. Submit recommendations to the School Site Council for Consideration of Inclusion in the School Plan for Student Achievement (SPSA)
V. Unfinished or New Business
VI. Public Comments

A. Parents had questions regarding the ELPAC exam. Dr. Tehrani showed them example questions of the ELPAC exam from the website.
B. Possibility of getting Mr. Rooks into the next meeting, to discuss AVID
C. Parents had questions regarding EL students who don't graduate from high school. Dr. Tehrani stated that the counselors meet with the families go to over options.

VII. Announcements
A. Fall Fest - Oct 26, 2023 from 4pm-7pm

VIII. Adjournment at 10:42am

Bellflower Middle/High School
Comité Asesor de Estudiantes Aprendiendo Inglés
Minutos

10/26/23
8:45 AM
Family Resource Room

Temas obligatorios: (Marque los temas discutidos en la reunión)

	1. Asistir con el desarrollo de la encuesta de necesidades de la escuela
X	2. Asistir con los esfuerzos para educar a los padres sobre la importancia de la asistencia regular
X	3. Aconsejar sobre la efectividad del programa de la escuela para los estudiantes aprendiendo inglés
X	4. Aportar al desarrollo del Plan Escolar (SPSA) al Concilio Escolar (SSC)
	5. Recibir capacitación para ayudar a los miembros a realizar sus responsabilidades legales
	6. Elegir a un representante para el Comité Asesor de Estudiantes Aprendiendo Inglés del Distrito (DELAC)
X	7. Otro

I. Apertura de la sesión a las 9:00 am
II. Bienvenida y presentar a miembros y/o invitados
III. Informe DELAC (breve resumen de la reunión DELAC)
    A. Revisión del Calendario: DELAC Calendar 2023-2024
    B. Sandra Sánchez asistió a la reunión de DELAC y describió a los padres de qué se trató la última reunión del 12 de octubre de 2023. Describió los gastos del distrito y habló sobre las necesidades de las escuelas, lo que incluyó una discusión con los padres sobre la necesidad de tener escuelas limpias. baños. Los padres también discutieron la situación alimentaria en la escuela.
IV. Temas Obligatorios del ELAC
    A. Revisión de la Agenda de la última reunión
    B. Revisión de la información de BISC
    C. Criterios de reclasificación de BUSD
    D. Revisión del Plan Escolar para el Rendimiento Estudiantil (SPSA)
        1. SPSA 2023-2024 In English
        2. SPSA 2023-2024 En Espanol
    E. Ya presentado al Consejo del Sitio Escolar y al director:
        1. Ayudar en el desarrollo de la evaluación de necesidades de toda la escuela
        2. Asesorar al director en el desarrollo de un plan de sitio para estudiantes EL

3. Presentar recomendaciones al Consejo del Plantel Escolar para la consideración de la inclusión en el Plan Escolar para el Logro Estudiantil (SPSA)

V. Asuntos pendientes o nuevos

VI. Comentarios Públicos
   A. Los padres tenían preguntas sobre el examen ELPAC. El Dr. Tehrani les mostró preguntas de ejemplo del examen ELPAC del sitio web.
   B. Posibilidad de invitar al Sr. Rooks a la próxima reunión para discutir AVID.
   C. Los padres tenían preguntas sobre los estudiantes EL que no se gradúan de la escuela secundaria. El Dr. Tehrani afirmó que los consejeros se reúnen con las familias para analizar las opciones.

VII. Anuncios
   A. Festival de otoño: 26 de octubre de 2023 de 16:00 a 19:00 horas

VIII. Cierre de la sesión a las 10:42

November 1, 2023

	Name	Position	Attended
Parents	Shyra Mason	Parent of Raven Mason	Yes
	Jennifer L. Montemayor	Parent of Alicia Montemayor	Yes
	Silvia Jones	Parent of Sophia Jones	No
Students	Juan Angulo	12th Grade	No
	Savannah Hinostroza	9th Grade	No
	Uloaku Obiefule	12th Grade	Yes
Staff	Robert Harrison	Teacher (Chairperson)	Yes
	Sean Allice	Teacher (Vice Chairperson)	No
	Harmoni Vasquez	Teacher	Yes
	Tina Mansell	Teacher	Yes
	Denise Rodriguez	Classified	Yes
	Mike Lundgren	Principal	Yes
Alternates		Classified Alternate	
	Jasmin Morales-Soriano	Parent of Benjamin & Matthew Soriano	No
		Teacher Alternate	No
	Steven Martinez	Student Alternate (11th Grade)	Yes
	NON-VOTING MEMBERS TO ATTEND		
	Stphanie Carranza	Educational Community Worker	Yes
	Danielle Scipio	Community Schools Initiative	Yes
	Council composition must have numerical parity between parents/students and staff; staff must include principal and one classified. The minimum number on the council is 10, quorum is one more than half total members.		

Bellflower Middle/High School
School Site Council Meeting
Agenda

Date & Time:	**11/01/2023**
Location:	**Google Meets**
Attendees:	**SCC Members**
Topic	**November Meeting**
	• Meeting start time: 4:00 PM
Items to discuss: **Old Business** **New Business**	• Approve October Minutes • Principal's Report: Mr. Lundgren • Jae Shu has submitted a proposal • Upcoming School Safety Plan • SPSA Input & Approval: Slide Presentation • ELAC Report: Mr. Harrison • PTSA Report: Silvia Jones (Cannot attend)
Important Dates	• 012/06/2023 - Next SCC Meeting @ 4:00 PM
	• Meeting End Time: Tentatively @ 5:00 PM

Bellflower Middle/High School

School Site Council Meeting Minutes

Date & Time:	**11/01/2023 Called to Order @ 4:08 PM. Adjournment @ 5:03 PM.**
Location:	**Google Meets**
Attendees:	**Harmoni Vasquez, Tina Mansell, Denise Rodriquez, Jennifer Montemayor, Shyra Mason, Jae Shu, Daniell Scipio, Stephanie Carranza, Mike Lundgren, Steven Martinez, Uloaku Obiefule and Robert Harrison.**

Topic	Meeting Details
Old Business	September SSC Minutes was read by Mr. Harrison. Motion by Mr. Harrison and seconded by Jennifer Montemayor. Motion was passed unanimously.
New Business Principal's Report: SPSA Report.	Mr. Lundgren gave a presentation on the School Plan for Student Achievement (SPSA). During his presentation, he went into great detail in regard to expenditures. SSC members gave their input and suggestions for the SPSA. The motion to accept the SPSA was seconded by Harmoni Vasquez and approval passed unanimously.
*SSC Proposals	Jae Shu presented a proposal for funding of the Ensemble tour to N. California. Most of the expenses centered around travel, especially busing. The council approved Mr. Shu's proposal. It was brought to the floor by council chairman and was seconded by Harmoni Vasquez. The motion passed unanimously.
ELAC Report:	Mr. Harrison shared about his representation at the October ELAC meeting. Mr. Harrison attended to build bridges and relationships as the committee was working on a budget.
PTSA Report:	Sylvia Jones had a prior commitment and could not attend, thus Denese Rodriquez could only tell the council that the next PTSA will be held on November 14th.
Community School Initiative	Dr. Scipio and Stephanie Carranza updated the council in regard to family resources becoming available in both print and online platforms.
Closing:	A motion to close the meeting was brought to the floor by Mr. Harrison and seconded by Jennifer Montemayor. Motion passed and the meeting was closed at 5:03 PM.
Important Dates	• 12/06/2023 - Next SCC Meeting @ 4: 00 PM

Bellflower Middle/High School

English Learner Advisory Committee/Comité Asesor para los Estudiantes Aprendiendo Inglés (ELAC)
Sign-in Sheet
10/26/23

	Name Nombre	**Are you a Parent/Guardian, Staff Member, or Guest?** ¿Es usted padre/tutor, miembro del personal o invitado?	**If applicable: Student Name** Si es aplicable: Nombre de su estudiante	**Is the student an English Learner? Yes or No** ¿Es el estudiante un aprendiz de inglés? Si o no	**Telephone/Telefono** **Email / Correo electrónico**
1	Cristina Luna	Parent		No	562-454-4570 brayanluna08@live.com
2	Wilfredo Torres	Padre	Wilfredo Torres	Si	562.474.7948 wilfredo.fernandotorres.muchotrx@gmail.com
3	Sandra Sanchez	Parent	Oziel Sanchez	Yes	310) 981-6005 Smsjune.13@gmail.com
4	Babak Aminitehrani	Staff			
5	Silvia Macias	Parent	Leonardo Macias Mauricio Macias	NO	562-612-9348
6	Alma Hernandez	Parent	Samuel Humberto Alan Valeria	Si	(562) 334-0649
7	Ana Perez	Staff			

Bellflower Unified School District

We build futures!

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.

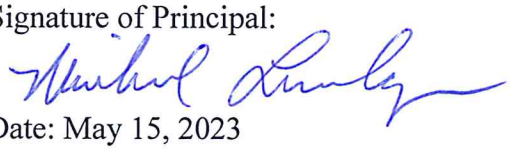
As a parent, I will be responsible for:

- 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, 2023, and will be in effect for the period of 2023-2024 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, 2023.

Typed Name of Principal:
Michael Lundgren

Signature of Principal:



Date: May 15, 2023

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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 designed 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]):

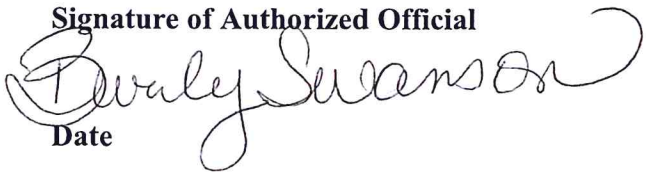
- Title I schools discuss the Title I program and services, achievement data, curriculum, assessment, parent involvement opportunities, and parent notifications during the annual Title I parent meeting.
- Title I schools solicit feedback from parents using the Fall Title I Needs Assessment and the Spring 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, 2023. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before August 10, 2023.

Name and Title of Authorized Official

Beverly Swanson, Program Administrator for Title I

Signature of Authorized Official



Date

August 10, 2023

California Department of Education

April 2020

Bellflower Unified School District

We build futures!

Title I School Parent and Family Engagement Policy
Bellflower Middle/High School

Bellflower Middle/High School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.
- Title I School Parent and Family Engagement Policy is available on our school website.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, 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.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners' feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Bellflower Middle/High School's annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.
- Annual meeting notices are sent to parents and is also available on our website.
- The meeting is translated for our Spanish-speaking community members.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- Our ELAC meeting take place monthly in the morning hours.
- School Site Council meets the 1st Wednesday of each month at 3:45 pm and are held virtually.
- Parent engagement meeting our held in the fall and are offered both in the morning and the evening. Meetings are also offered in English and Spanish.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process

includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent notification requirements for Title I, including the family engagement policy. Specific information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.
- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- School Site Council meeting are open to all Bellflower Middle/High School parents.

- PTSA meetings are open to all parents. All parent workshop meeting are offered in English and Spanish.

Describe how the school wide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services. Parent input and comments are documented on the SSC minutes, which are submitted with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Bellflower Middle/High School's Title I, Part A School 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 on April 5. 2023. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 10, 2023.

Typed Name of Principal:

Michael Lundgren

Signature of Principal:

Michael Lundgren

Date: 4/5/2023