BELLFLOWER MIDDLE/HIGH SCHOOL
FOCUS ON LEARNING
2022-2023 SELF-STUDY REPORT

15301 S. MCNAB AVE., BELLFLOWER, CA 90706 | BELLFLOWER UNIFIED SCHOOL DISTRICT | MARCH 6-8, 2023

BELLFLOWER
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BUCCANEERS

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Preface

Each year the School Site Council, principal, administration, and staff revise the schoolwide action plan. There are opportunities for all educational partners to contribute to this decision making process throughout each school year. This full self-study report process started in October of 2021 when the WASC Coordinator attended a virtual WASC Coordinator training. In November of 2021 during an all staff meeting the WASC Coordinator along with the Assistant Principal of Curriculum and Instruction gave a presentation to the staff giving an overview of the WASC self-study, reviewed the schoolwide action plan, and introduced Task 1. Each PLC/Crew was then asked to discuss, review, and submit significant developments on a Google document based on the SPSA goals and WASC critical areas of need from the 2018-19 WASC mid-cycle progress report. Based on the feedback from each department, the WASC Coordinator and AP of Curriculum and Instruction wrote Chapter 1 of the 2022-23 WASC report. Continued review and updates were made to Chapter 1 throughout the self-study process.

Task 2 began in December of 2021: we began the process of revising the school's mission, vision, and schoolwide learner outcomes. These have not been changed since the last self-study in 2015-16. All educational partners had an opportunity to provide input for the school's mission, vision, and schoolwide learner outcomes during the revision process. Staff gave input during an all staff meeting, parents and students were given a survey, and discussions at PTSA, ELAC, and School Site Council were all taken into consideration when developing the school's mission, vision, and SLOs. Then, the WASC Coordinator and AP drafted multiple versions of mission, vision statements, and SLOs. The staff were presented with the drafts before deciding on the final version at the end of the 2021-22 school year. At the start of the 2022-23 school year the WASC Coordinator presented the new mission, vision, and SLOs at a PTSA, SSC, and ELAC meeting, a video was created and watched in class to inform students of the schools new mission, vision, and schoolwide learner outcomes, and new posters were created and posted in every classroom. In addition, multiple surveys were sent out to students, staff, and parents to gather perception data about the school.

The WASC Coordinator and AP started writing Chapter 2 after gathering and looking at the school profile and data in December 2021. There were some gaps in the data due to the school closures. Continued review and updates were made to Chapter 2 throughout the self-study process. Preliminary student learner needs were identified and guided our focus and home group meetings in task 3. Staff was presented with the data during an all staff meeting and later discussed in further detail in PLC's/crews.

In December of 2021, focus groups were created by the WASC Coordinator and AP based on the WASC Focus on Learning manual. The school's PLC/Crew meeting schedule was updated to include Focus and Home group meetings beginning in Spring 2022 and continued until Fall 2022. During these Monday home group meetings, discussions took place in the school's PLCs, and information was gathered for the focus group meetings. When focus group meetings took place, the groups worked together to discuss the indicators for each focus group category and wrote the report together as a group. In November 2022, the WASC Coordinator met with focus group leaders to edit, revise, create areas of strength and growth, and write a summary of each focus group category. In December 2022, the focus groups met, collaborated, and gave input on their specific focus group categories summary, strengths and growth needs. These focus group category documents were revised as needed based on the feedback from the focus groups.

Based on the focus group findings, the WASC Coordinator and AP of curriculum and instruction met with the principal to complete Task 4 and 5. We used data from Chapter 2 and our findings from Chapter 3 to identify student learner needs and aligned them to the SPSA. Finally, the report was provided to two English teachers for final editing/proofing purposes. The completed WASC report was then sent to the district office for review and uploaded to the WASC website January 25, 2023.

PROGRESS REPORT

Significant Developments

Changes in District Administration

Since the last full visit, Bellflower Unified School District has appointed new leadership including: a new superintendent, associate superintendent, assistant superintendent, and new directors.

Changes in Site Administration/Counseling Staff

Since the last WASC full self-study, we have redesigned the administration team with the exception of the school principal. We have three new assistant principals. At the beginning of the 2022-23 school year, we hired a new Dean of Climate and Culture, who is reinforcing student support with behavior and attendance. In addition, during the spring of the 2021-22 school year, we hired two Wellness Counselors, who help support students' well-being on campus. During the fall of the 2022-23 school year, we also hired a College and Career Counselor, who is supporting our college and career efforts, as well as providing academic advising support to AVID and Early College Academy students.

Changes in Certificated Personnel

Since the last full self-study, the makeup of our teaching staff has changed. In the Spring of 2018, Reduction in Force (RIF) notices were given to a group of teachers due to declining enrollment; however, those were soon recalled, but unfortunately, several teachers had already found other teaching opportunities in neighboring districts. This affected some of our emerging departments. In addition, retirements throughout the past seven years have led to some unfilled teaching positions due to our declining enrollment. However, during the Summer of 2022, course requests for certain electives and world language classes increased, and therefore required the hiring of new teachers.

Resource Allocations

Through the Local Control Funding Formula we have been given some autonomy in deciding how to use site funds to best meet the needs of our students. Furthermore, we are a Title 1 schoolwide program, which allows us to use categorical funding to supplement resources and support for students. Through our Title 1 funds, we have been able to fund after-school tutoring, support teacher staff development, implement the AVID program, and provide teacher collaboration time in the summer. With 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.

COVID-19 Timeline During the 2019-2020 and 2020-2021 School Years

The COVID-19 pandemic had a profound impact on the well-being and structure of our school as it has with other schools. Upon obtaining guidance from the Los Angeles County Office of Education, Bellflower Unified School District closed in March 2020. During the remainder of the Spring semester of the 2019-20 school year, student engagement was a priority; however, our district lacked the infrastructure for distance learning and therefore mandatory distance learning was not required. Teachers were encouraged to reach out and engage with their students, as well as to give students the opportunity to improve their grades or earn a higher grade than what they had at the end of the third quarter. As a school, once it was determined that we would not return to school for the remainder of the year, we had a team of teachers who came to dismantle all of our Chromecarts and encouraged students and families to pick up a Chromebook to be able to engage with teachers. Noticing that we were having difficulty in engaging with all students, district office staff provided guidance regarding grading, which stated that for the Spring semester, students could not earn a grade less than what they had earned at the end of the third quarter grading period. In addition, students could not earn less than a grade of "D," due to the ongoing challenges of student engagement and lack of access to resources such as Chromebooks and internet connectivity. During the Summer of 2020, district staff focused on obtaining additional Chromebooks and portable wifi hotspots to provide to students. Summer school was not offered during the Summer of 2020. During the Summer of 2020, our school site prepared teachers by encouraging teachers to set up Google Classrooms and participate in professional development to learn new skills needed to teach in a virtual space. Distance learning was required for the 2020-21 school year, and we consistently had strong attendance. Although attendance was relatively strong, student academic performance did not match, and students struggled academically. During the fourth quarter of the 2020-21 school year, Bellflower Middle/High School returned in a hybrid format and allowed students to attend school in person; however, the majority of students opted to remain on distance learning. Summer school was offered in the Summer of 2021 to allow students to recover credits. Students utilized the Odysseyware platform to recover credits and had the option to attend in person or to complete their credit recovery coursework from home. Some students took full advantage of the summer credit recovery opportunity; however, not all

students engaged and therefore did not complete their courses. For the 2021-22 school year, attendance in person was mandatory with strong COVID mitigation practices in place. Challenges presented themselves with regard to contact tracing, students and staff on quarantine, and overall student engagement when returning to school. Summer school was offered in the Summer of 2022 and attendance in person was mandatory. Due to in person attendance being mandatory, summer school 2022 completion rates were a lot stronger. Evidently, the challenges throughout the past two and a half years have impacted the well-being of staff and students, as well as students' academic standing and achievement levels.

Technology

So that students are competitive and productive members of society, teaching 21st century skills is a top priority for both administrators and staff at Bellflower. The last few years we have continued to show the school's commitment to updating and improving the technological resources at the student's disposal. The school closure also expedited that process. We have been proactive in trying to use and update as much technology as possible to allow students to utilize technology as an educational resource in all course work. During the last full visit, we had six Chromecarts and they were available to check out through the library for use in classrooms. Since the last visit, we have become a 2:1 school. There are mobile Chrome Carts that house thirty-six Chromebook computers in each classroom to enhance instruction and student access to technology. In addition, all students have their own individual Chromebook that is checked out through the library and taken home for academic use. Some teachers have classes that are larger than 36 students, and those teachers have received additional Chromebooks so that one is readily available for each student. In addition, in August 2022, Viewsonic smart boards were purchased and put in every classroom. These Viewsonic boards are currently supplemental, but will eventually replace LCD projectors.

Revised School's Mission, Vision, and Schoolwide Learner Outcomes (SLO)

During the 2021-22 school year with educational partner input, we revised the school's mission statement and vision statement, as well as updated the SLOs. These statements match our renewed focus of providing support and equipping students with the tools to be college and career ready upon graduation. In addition, our SLOs were updated from broad statements to ownership based learner outcomes to reflect our goal of building student agency.

Supports and Interventions

English Language Development (ELD) and Secondary School Plan for Long Term English Learners

Bellflower Unified School District (BUSD) secondary school leaders developed an implementation plan to build on district initiatives and practices with the explicit intention of increasing support for BUSD Long term English learners in Spring 2016. In order to respond to these unique needs, BUSD secondary schools identified seven plan components:

- *Specialized English Language Development courses designed for LTELS (separate from other English language learners), emphasizing writing academic vocabulary, active engagement and oral language*
- *Clustered placement in heterogeneous and rigorous grade-level content classes (including college-track and honors) mixed with English proficient students and taught with universal design for learning strategies*
- *Explicit academic language and literacy development across the curriculum (Integrated ELD)*
- *Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress*
- *School-wide focus on study skills, metacognition and learning strategies*
- *Data chats and testing accommodations*
- *Affirming school climate and relevant texts*

Community Schools Initiative (through the Los Angeles County Office of Education)

The Community Schools pilot launched in September 2019 and is currently underway at fifteen high schools across Los Angeles County that serve as hubs for a range of support services for students and their families. Bellflower Middle/High School was selected as a participant; as a result, Bellflower now has a full-time Program Specialist to help

coordinate services from participating agencies, as well as a full-time educational community worker to help support parent engagement.

Family Resource Center
The Family Resource Center is a space for our school community to gather and make lasting connections. Overseen by our Community Schools Initiative (CSI) staff, the Family Resource Center provides access to various resources and programs that help families best support their students, such as workshops, Coffee with the Bucs, Walking Wednesdays, etc. Additionally, our staff collaborates closely with the CSI staff to provide necessary support to all educational partners.

Success Classes
Success is offered for students with the purpose of providing social, emotional, and academic support that will encourage, engage, and empower ALL students in their pursuit of a successful high school career. Students participate in lessons that cover the five components of social emotional learning. Students can join the class by counselor referral or choose it as an elective. All non-promoting 8th graders were placed in this class. School-Connect curriculum is used to teach the class. School-Connect is an online and book-based curriculum that teaches the five components of social emotional learning: Self-awareness, Social Awareness, Self-management, Relationship Building, and Responsible Decision-making Skills.

Summer School
Our school offers a summer school program allowing students to recover credits for classes in which they earned a failing grade. Since the last full visit, we have started offering original credit courses in Health and Economics for students who wish to earn additional credits to open up their course schedules for other electives. In the Summer of 2018, a course was created for incoming 9th graders, Bridge to Integrated Math 1, to provide enrichment and support for those who failed Math 8. In the Summer of 2022, additional original credit options were considered due to the availability of A-G Completion Improvement Grant funds. Students were interested in taking Spanish during the summer; however, insufficient staffing prevented us from offering the class.

Math Intervention and Tutoring
Created as a response to state testing data and district benchmark data, math intervention courses and tutoring offerings have gone through many phases. Often students tutor other students with teachers offering support as needed. A math elective course was created for students who were below grade level and needed additional support. All intervention was monitored to determine where the greatest student benefit was.

During the 2016-2017 school year, students who needed additional support in the Integrated Math 1 (IM1) course were placed in the Math Support and Enrichment class. This class supplemented the IM1 course students were enrolled in. Math Support and Enrichment teachers frontloaded and retaught concepts as students were learning them in their math classes. Students who were placed into the course took it as the elective class in their schedule. The number of Math Support and Enrichment courses offered was reduced to two sections in the 2018-19 school year due to a reduction in school staffing. In the 2019-2020 and 2020-2021 school years, we continued to offer two sections of the math support class. Currently middle school and high school math teachers are reevaluating new intervention strategies to meet the needs of our students.

As additional math support for all students, a formal after school tutoring program was established and staffed by credentialed teachers, which lasted through the 2019-2020 school year. After distance learning, this tutoring has gone through many phases. During the 2020-2021 and 2021-2022 school years, tutoring was provided during P.R.I.D.E. Time embedded into the school day. Currently the school follows an eight period block schedule, which provides fifteen to twenty minutes of embedded support at the end of each block based on student needs.

P.R.I.D.E. Time
P.R.I.D.E. Time was designed as a targeted Multi-Tiered Levels of Support structure to address the learning needs of each enrolled student, while further allowing us to identify and address the more challenging academic needs of targeted or underperforming students. In November 2019, we began providing targeted assistance to students on a

more frequent basis. Later that school year, we rolled out a new bell schedule to support students in the classes for which they needed the most help.

The revised bell schedule provided a thirty minute "Tutorial" period (known as P.R.I.D.E. Time) at the end of 2nd period on Tuesdays and Thursdays. During this time, students reported to the class in which they needed the most help. For those students who were performing above standard, students were able to work on assignments and/or seek embedded support. Teachers assigned a "mandatorial" for students who were failing their classes or performing below standard. Middle school and high school counselors also began using this time to provide social-emotional support for targeted students.

During our school closure, P.R.I.D.E. time was moved to the end of the school day, instead of after 2nd period. When returning to in-person instruction in the 2021-2022 school year, P.R.I.D.E. time was offered Tuesday through Friday at the end of the school day. Due to the adoption of the eight period block schedule during the 2022-2023 school year, we opted to instead provide embedded support at the end of each class period. Currently we are focusing on developing interventions that can support the various needs of all students.

Eight Period Block Schedule

In the Spring of 2017, we created a bell schedule ad hoc committee composed of teachers, counselors, and administrative staff to explore the implementation of an alternative bell schedule that supported intervention during the school day. Over the course of the 2017-2018 school year and 2018-2019 school year, the committee visited multiple schools to explore different schedules and ask questions. Various factors impeded the adoption of an alternative bell schedule. Due to distance learning, our staff had to accommodate an alternative bell schedule to meet the needs of students, which prompted us to eventually adopt a six period block schedule when returning in-person during the 2021-2022 school year. For the 2022-2023 school year, we have transitioned into an eight period block schedule, which has opened student scheduling opportunities as well as given students the opportunity to recover credits during the school day.

Curriculum Adoption

Social Science Curriculum Adoption

During the Spring of 2022, the Social Science department began the formal curriculum adoption process. During the 2022-2023 school year, some teachers piloted various textbooks and a formal adoption will be decided in the Spring of 2023.

World Languages Curriculum Adoption

In 2016, the World Language department updated their textbook and now uses A Si Se Dice which replaced El Español.

English Language Arts: StudySync Curriculum Adoption

At the start of the 2017-2018 school year, the district adopted StudySync as its English Language Arts. StudySync's unique blend of contemporary and classic literature comes together with the program's rigorous reading routines to dynamically instruct students toward mastery. Included in StudySync are embedded skills lessons, resources for English Language Learners, extended writing projects, assessments, and peer reviews.

English Language Development : English 3D Curriculum Adoption

English 3D is an English language development program designed to ensure proficiency in the academic vocabulary, speaking, listening, and writing vital to success in school and life. This adoption was meant to target the specific needs of our long-term English learners (LTELs). The textbook adoption focuses on the following:
- Teaching high-leverage, portable academic language, including vocabulary, syntax, and grammar.
- Improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches.
- Developing academic writing skills to successfully author summaries, opinions, informative texts, and research papers.

- Engaging students with authentic, increasingly complex informational and literary texts that are relevant to students' lives.
- Making regular connections between coursework and the demands of college and the workplace.

Mathematics - Big Ideas Math Textbook Pilot - 2018-2019 Curriculum Adoption

Big Ideas Math Integrated Mathematics I, II, and III curriculum is being used to help students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Students master content through inductive reasoning opportunities, engaging explorations that provide deeper understanding, concise, stepped-out examples and rich, thought-provoking exercises. The research-based curriculum features a continual development of concepts that have been previously taught while integrating algebra, geometry, probability, and statistics topics throughout each course. In the 2018-2019 school year, high school math teachers district-wide piloted the use of this textbook for Integrated Math1, Integrated Math 2, and Integrated Math 3.

Next Generation Science Standards (NGSS) Curriculum Adoption

A district implementation team was formed to assist with implementation of the Next Generation Science Standards (NGSS). After the implementation process, the district adopted Amplify Science as our new NGSS curriculum in the 2018-19 school year. In the 2018-2019 school year the high school science department started their piloting process. Post school closures, the board adopted STEMscopes in Spring of 2020. In the 2021-2022 school year, science teachers by subject met throughout the year as an intradistrict PLC to build common pacing using STEMscopes as a base and supplementing when needed with the district science TOSA.

College, Career, and Civic Life

CTE Pathways/CalAPS

The California Advancing Pathways for Students (CalAPS) program, a joint partnership between Bellflower Unified School District, Lynwood Unified School District and Paramount Unified School District, provides quality career technical education (CTE) for students in high school to ensure they become successful, contributing college and career ready members within the global community. The program provides learning opportunities based on labor trends, local labor market, and student interests. CalAPS partners with local business, civic, and higher education to deliver a career technical education program which provides student experience for postsecondary education and/or employment.

CTE Advisory Committee

The CTE Advisory Committee and its members are approved by the Board of Education. While they are not a policy making body, they are an advisory to the CalAPS program and the CTE department. To continue to make our CTE program relevant, the district sought out community members and their expertise in our current pathways. This committee serves at the pleasure of the BUSD Board of Education and may be dissolved at any time by Board action. Committee notes are shared with the Board, CTE teachers, and the community. The CTE Advisory Committee was formed in Spring 2016. Representatives from Bellflower Middle/High School include some of our CTE teachers and the Assistant Principal of Curriculum and Instruction.

Dual Enrollment Program – Cerritos College

In our continued partnership with Cerritos College, we offer Dual Enrollment courses to students. If students successfully complete courses, they earn both high school and college credits. Every semester we have the opportunity to offer Dual Enrollment courses based on student interest and need. Currently the only consistent class we have offered since 2017 is English 100, which is open to twelfth grade students. Other classes offered in the past include: Intro to Law and History of Rock. During the Spring of 2023, we are offering Economics 101.

Early College Academy (ECA)

Starting in the 2021-2022 school year, the Early College Academy in partnership with Cerritos Community College, gives BHS students the opportunity to take Cerritos College courses that meet high school graduation requirements and earn college credit. Students enroll in college courses during the regular school day starting freshman (9th) year. Courses taken through the Early College Academy are free. There is no cost for any of the courses or textbooks. BHS students will have the opportunity to save thousands of dollars on costly tuition, fees, and textbooks. Students in the ECA will have access to all of the Cerritos College's programs and services, including the library. Students can transfer

directly to a UC or CSU campus having already met the general education requirements. Students who successfully complete the requirements will graduate with a high school diploma and 42.5 college units.

Culinary Arts Lab Modernization
Modernization of the culinary arts lab was made possible through Career Technical Education Incentive Grant (CTEIG) funding. A complete overhaul of the lab was completed including electrical, plumbing and physical construction. Each student station is equipped with a flat screen television that projects what the teacher is demonstrating at the front of the lab. There is also a traditional classroom adjacent to the lab with desks for the lecture portion of the class.

Automotive Technology Shop Modernization
Modernization of the automotive technology shop at BHS was made possible through K-12 Strong Workforce Program (SWP) Grant and Career Technical Education Incentive Grant (CTEIG) funding. A complete overhaul was completed including new epoxy flooring, new state of the art equipment, new tools, new auto lifts, and new student work spaces. Students now have the ability to take ASE Automotive Technology 1 and ASE Automotive Technology 2 through the Systems Diagnostic Service and Repairs pathway. Students who successfully complete the pathway can obtain Automotive Service Excellence (ASE) certification.

AVID (Advancement Via Individual Determination)
In the 2021-22 school year BHS adopted a college and career readiness program called AVID. The mission of AVID is to close the achievement gap by preparing all students for college and career readiness and success in a global society. Students that are in the AVID program are in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership. Students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency. In addition, the AVID program utilizes tutors, most of our tutors are all graduates from BHS and are currently enrolled in college courses. One major component of the AVID curriculum is tutorials, during which students are set up in a collaborative environment with their tutors and use the inquiry process and Socratic dialogue to address Points of Confusion from their content classes in order to come to a more complete understanding of what they are learning. The AVID program is a program aimed at increasing the amount of students that are on track and to meet A-G requirements, attend a four year university, and complete a CTE pathway at Bellflower Middle/High School.

Civic Engagement Program
After a 3-year implementation and extensive training period, the California Democracy School designation was awarded to BMS/HS by LACOE & the Bechtel Foundation. Bellflower Middle/High School's commitment to institutionalize civic learning in our high school is from our teachers' desire to prepare all students for college, career, and civic life in the 21st century. Bellflower Middle/High School was officially designated a California Democracy School in 2016, and we continue our Civic Engagement efforts through our History/Social Science classes.

The goal of our civic engagement efforts is to create lifelong active learners, teach our students to demonstrate respect for themselves and others in a dynamic, diverse and global society, create responsible, informed, productive, independent and contributing citizens, and create citizens who can perform successfully in their chosen field and in society.Students in their History/Social Science classes use what they learn in class (content, investigation skills, civil dialogue etc.), to complete a final civic investigation project.

Teen Court
Established in conjunction with the Los Angeles Superior Court, our school became one of 70 throughout the state to hold actual court cases on campus for low-level juvenile offenders. Teen Court allows youths charged with offenses to be judged by their peers rather than the state's juvenile justice system. Defendants, who are mostly first-time offenders, have their records cleared six months after participating in Teen Court. This provides an alternative to Juvenile Court, and is based on the philosophy of *Restorative Justice* – the ability to recognize the motivation behind his/her offense, understand its impact on the community, and how to make restitution for it. Overseen by a Superior Court judge and a probation officer, the cases are conducted monthly.

Teen Court jurors are randomly selected from the Bellflower High School study body with "jury summons" notifications, and these students learn to cross-examine, deliberate, and then sentence juvenile offenders from outside our district in

a variety of cases. All seniors at Bellflower High School were required to attend one session per semester as a requirement in their government class.

Special Note: The Teen Court program has been on pause since the Spring of 2020 due to the COVID-19 pandemic. The Los Angeles Superior Court has reached out about starting the program once again, however, the teacher who coordinated the program retired and we are currently looking for a staff advisor.

PLC's

Professional Learning Communities

Our PLCs continue to create team norms, identify essential standards, create common formative, and summative assessments, analyze data, create interventions, and communicate successes and failures in content or grade level areas. Monday mornings are late start days, and classes begin at 10:00 am to allow time for staff collaboration and meetings. Since the last WASC visit and from input from the teaching staff, the principal has altered the staff meeting/professional development (PD) schedules to allow additional PLC meeting time for teachers. PLCs now meet at least three Mondays a month; these PLC days are used for planning/sharing curriculum, sharing best practices, creating common assessments, as well as, analyzing data to help guide instruction. In addition to department meetings the school has created "crews" for grade and/or course-alike teams to collaborate.

Assessment Changes

NWEA MAP Growth Assessments

During the Fall of 2020, the Bellflower Unified School District initiated the use of NWEA MAP Growth Assessments to measure achievement and growth in the areas of math, reading, and language. The data from these assessments inform English Language Arts and Math teachers, which guide their instruction and allow for the opportunity to provide academic support where gaps are identified. MAP Growth Assessments are administered in the Fall and a follow-up in the Spring. NWEA scores meeting or exceeding the grade level standards, can be used to meet the grade level basic skills criteria for English Learner reclassification.

District Writing Assessment

The BUSD District Writing Assessment was implemented in the 2016-17 school year and is administered once in the Fall and once in the Spring. During the Fall, the writing assessment focuses on informative writing. In the spring, the focus is on argumentative writing. The data from these assessments provide ELA and ELD teachers with information to guide their instruction. District Writing Assessment scores meeting or exceeding the grade level standards, can be used to meet the grade level basic skills criteria for English Learner reclassification.

Process for implementing and monitoring the schoolwide action plan

Annually at the beginning of the school year all school personnel meet in August for a welcome back staff meeting. During this time the following items are reviewed and discussed: the school's mission, vision, and schoolwide learner outcomes, LCAP goals, SPSA goals, school's critical areas of need, and district and site initiatives. This review and discussion with all school personnel sets the expectations and guiding principles for the school's learning and teaching during the school year. To implement these goals PD is offered for various researched-based instructional strategies and the school follows a PLC schedule that includes all staff meetings, department meetings, and "crew" or grade level meetings where staff members implement and integrate the school's SPSA goals into their instructional programs. The SPSA is then presented, reviewed and approved by the SSC. This process is then repeated each year in our continuous improvement cycle.

Schoolwide Action Plan Refinements

Since our last full visit, the specific objectives identified from the critical areas for growth have driven our schoolwide action plan and have continued to drive Bellflower Middle/High School in its pursuit of the school's vision and mission statements. The WASC schoolwide action plan is embedded within our School Plan for Student Achievement (SPSA).

2016 Prioritized Areas of Growth

1. Improve support and interventions (both academic and social/emotional) for students that are identified as socioeconomically disadvantaged.
2. Increase the amount of students meeting the A-G requirements upon graduation, Career and Technical
3. Education (CTE) classes and pathway options.
4. Strengthen the use of Professional Learning Communities in order to improve staff collaboration and development of common assessments, pacing guides and teaching strategies.
5. Improve student achievement in Math at all grade levels in all population subgroups.
6. Improve student achievement in ELA at all grade levels in all population subgroups.
7. Continue to provide opportunities for input from all stakeholders, increase dialogue with all stakeholders with regard to school and student achievement.

During the 2016 self-study visit, the visiting committee agreed with the identified areas of growth and provided the following recommendations:

- Monitoring of all special populations.
- Full implementation of PLCs that incorporate the information of PLCs of one.
- Identification of gathering data that supports school wide efforts.
- As you plan and implement your work, include:
  o Stakeholder involvement with a special emphasis on student voice
  o Systematic gathering of data that will help you celebrate your successes
  o The roles of the instructional leadership team in monitoring student achievement and attainment of goals.

During the 2019 mid-cycle review, the visiting committee provided the following recommendations.

- An intervention program for identifying students in need of math and English support needs to be explicit and therefore include criteria for participation in the program, monitoring of progress, and criteria for exiting the program. At this time the proposed program is RTI.
- Progress monitoring of EL and LTEL students towards mastery of their ELD level standards.
- All implemented interventions and support systems should be measured for effectiveness; I.E. RTI, the summer enrichment and support course for 8th graders, ALEKS, Read 180, etc.
- The school should continue to consider a different bell schedule, such as the proposed block schedule, in order to accommodate intervention programs during school hours.
- PLCs should share best practices with each other in order to create and extend strong and effective PLC norms and expectations.

Critical Area of Need #1:
Bellflower Middle/High School will improve support and interventions (both academic and social/emotional) for students that are identified as socioeconomically disadvantaged.

Additions and Proposed Refinements	
Analyze Student Data from tests scores (CAASPP, ELPAC, and NWEA)	- Monday morning meeting schedule has been adjusted to increase the amount of PLC time available. - Additional PLC time has allowed teachers to continue collaboration and data analysis. - School administration is working with the district office Director of Academic Accountability to build capacity at the site so that teachers are more familiar with SchoolCity. - Counselors use teacher data and recommendations to properly place students

	in classes. ● English and math departments work in their PLCs to continue aligning their curriculum and assessments with state testing.
Incorporate innovative instructional strategies that increase student participation and class discussion. Create curriculum that is differentiated and utilizes scaffolding to meet all student needs	● Monday morning meeting schedule has been adjusted to increase the amount of PLC time available. ● PLC time is also used to share best practices and work collaboratively. ● Site administration is working to allow PLC release days to allow for an extended amount of time to plan. There have been challenges due to limited sub availability. ● Professional development (PD) opportunities are available to all teachers in the areas of Strategic Interactive Instruction (SII), Thinking Maps, and other strategies (Google Classroom Certification, Growth Mindset, etc). ● AVID PD opportunities have been provided to all staff during the summer and throughout the school year.
Bring Back Intervention Coordinator Position	● The Intervention Coordinator position has not been recreated. ● Administrators and counselors have attended various PD opportunities that focus on supporting students. ● Prior to distance learning, there was an RTI team - composed of multiple school stakeholders - who evaluated RTI and created a plan to implement a program that would work within the limitations of the bell schedule/school day. The RTI team visited other schools with similar demographics to get ideas. ● There was a focus on adopting an alternative bell schedule as a way to offer intervention during the school day, this became a reality during the 2021-2022 school year.
Improve communication process between staff and counselors with regards to students who are in need of support services.	● Perception data is collected from students and staff. ● Monday morning staff meetings are used to communicate what is happening out of the counseling office, including classroom visits. ● Counselors and staff continue to utilize email and phone calls as a form of communication about student concerns.
Increase PBIS use and understanding for students and staff	● PRIDE team has continued to create, train and implement PRIDE lessons at the start of the year and throughout the school year. ● Bellflower MS/HS used PBIS Rewards in the 2016-2017 and 2017-2018 school year. This was an automated schoolwide PBIS management system. Bellflower continued to search for something more comprehensive; we wanted something that would help us monitor positive behavior and attendance. ● In the 2018-2019 school year, 360iSuite was purchased and rolled out for attendance monitoring in January 2019. 360iSuite has additional features to help monitor positive behavior; roll out of additional features were explored in the 2019-2020 school year, but did not get adopted.
Maintain Professional Development opportunities	● Professional development (PD) opportunities are available to all teachers in the areas of Strategic Interactive Instruction (SII), Thinking Maps, and other strategies (Google Classroom Certification, Growth Mindset, etc). ● AVID PD opportunities have been provided to all staff during the summer and throughout the school year.Additional workshops are available for teachers throughout the school year and in the summer. Examples include: Google Classroom Certification, Growth Mindset, etc. ● PD has been made available to teachers based on their requests to the principal, specifically with regards to conferences/trainings that pertain to their subject matter or professional growth. ● New Advanced Placement (AP) teachers are sent to PD/summer institute to go over course overview and plan for course. ● New AVID teachers are sent to summer institute/digital xp to go prepare for the AVID elective.

Critical Area of Need #2:
Bellflower Middle/High School will increase the amount of students meeting the A-G requirements upon graduation, Career Technical Education (CTE) classes and pathway options.

Additions and Proposed Refinements	
Review, amend, and/or replace course offerings and course content to increase student access to: ● A-G courses ● CTE pathways	● The Assistant Principal of Curriculum and Instruction (APCI) is the A-G course list manager and he reviews/updates the course list each year. ● The APCI works with teachers who wish to add courses to the A-G list and provides support ● CTE courses have been added to the A-G course list, including those that are offered through CalAPS ● CalAPS administered a survey to students to determine what types of courses/pathways students would like to take so they can continue to offer relevant courses. Rather than administer a survey in the 18-19 school year, data was pulled from Naviance. In Naviance, students "add" colleges/careers to their interest list. ● Students who are enrolled in CalAPS courses and CTE courses are encouraged to participate in SkillsUSA competitions to demonstrate their knowledge and make connections to students from other high schools. ● The APCI, as well as, CTE teachers are members of the district CTE Advisory Committee. The purpose of the committee is to provide input to improve the district CTE program. ● New CTE pathways have started in Information and Communication Technologies and Mental and Behavioral Health.
Work interdepartmentally and with counseling office and the career center to establish course paths that support student aspirations for college and career	● Naviance was used as a tool to provide students with college/career planning and career assessment. Counselors and College/Career Technician conducted small group Naviance lessons to familiarize students with its features including: college research and matching tools, course planning, career assessment, personality tests, and surveys. ● California College Guidance Initiative (CCGI) has been adopted by the district and we are in the process of registering all students onto the platform.
Counselors continue to meet with students yearly to review high school plan.	● Academic planning begins in the 9th grade. The 9th grade counselor meets with students at least 5 times a school year in small groups. During the first visit, they review the purpose of goal setting. ● Counselors in the 10th through 12th grade continue monitoring and reviewing transcripts to help students with post-secondary plans. ● Counselors also continue to host parent/student conferences to discuss grades, graduation requirements, and college admissions requirements and discuss credit recovery/intervention programs if necessary.
Additional counselor: for college/CTE counselor	● An additional counselor position was added at each comprehensive school site in the 2016-2017 school year. Each site was allowed to determine the counselor's responsibility. In the 16-17 school year, Bellflower used the position as an Intervention Counselor, but opted to change the assigned to 9th grade counselor in the 17-18 school year. This allowed the 9th grade counselor to focus on the special needs of 9th graders as they transition from middle school to high school. ● In the Fall of 2022, we hired an additional counselor who solely focuses on college & career.
Career Tech needs to be a full time position	● The Career Tech position is not full-time; it is still a part-time 3-hour position. The Principal, however, has arranged to cover three additional hours on a timecard to ensure that the Career Center is staffed all day. ● The College/Career Technician continues to provide students with information and opportunities to prepare for college or careers. She helps organize College Nights, provides assistance with FAFSA, assists with college applications and reaches out to various colleges to speak to our students. ● The hiring of our College & Career counselor has helped meet the needs of

	students in the College & Career center, however, we still hope to extend the hours of the Career tech.
Increase Counselor Support and Services of Naviance: Build student beliefs and future outlook; encourage goal setting and support their achievement	● Naviance was used as a tool to provide students with college/career planning and career assessment. Counselors and College/Career Technician conducted small group Naviance lessons to familiarize students with its features including: college research and matching tools, course planning, career assessment, personality tests, and surveys. ● Counselors and the APCI developed a sequence of activities that students completed during their time at Bellflower MS/HS. ● Counselors visit classrooms at least twice a year for each grade level to conduct a-g planning and general college/career awareness presentations.
Monitor students in need of interventions and support in all classes	● Math Intervention classes, as well as, EL classes during the school day have been designed to academically support students who are struggling to reach grade levels standards. ● Intervention courses have evolved since the last WASC self study visit. For math, teachers have utilized department created curriculum, ALEKS, and now utilize Math iXL. For EL, teachers have used READ 180, English 3D, and StudySync ELD. Other EL students are grouped heterogeneously by grade level. ● Counselors and teachers are continuing to monitor students who are placed in classes, making adjustments as necessary.

Critical Area of Need #3:
Bellflower Middle/High School will strengthen the use of Professional Learning Communities in order to improve staff collaboration and development of common assessments, pacing guides, and teaching strategies.

Additions and Proposed Refinements	
Quarterly Release time for PLCs to meet and have a full day to plan and work collaboratively to develop common assessments	● Monday morning meeting schedule has been adjusted to increase the amount of PLC time available. ● PLC time is also used to share best practices and work collaboratively. ● Site administration is working to allow PLC release days to allow for an extended amount of time to plan. There have been challenges due to limited sub availability.
Professional development and In service trainings for PLC strategies and techniques	● Site administrators and counselors have attended professional development to help support teachers and their implementation of PLCs. ● District has initiated training for administrators on High Reliability Schools through Marzano. ● Teachers participated in a Marzano Block Schedule training during the 2021-2022 school year.
Clear and measurable goals given to all department chairs at beginning of year of administrative expectations and outcomes for PLC/Department meetings	● Goals/expectations are communicated to department chairs at department chair meetings. ● Norms are reviewed and updated annually. ● To monitor PLC discussion and tasks, each PLC/Department was asked to use Google Docs to collaborate and share meeting notes and agendas. PLC/Department leaders were asked to share their PLC/Department folders with administration and WASC Coordinator(s). ● Some PLCs have begun utilizing a formalized PLC Collaborative Unit Planning tool to facilitate the PLC process.
Provide access to cloud based data storage so that all PLC documents are shareable online to all staff	● PLC groups are continuing to use Google Docs and Drive to collaborate; this allows teachers the opportunity to access, create, and edit their documents anywhere. It also allows teachers the ability to work on the same document at the same time.
Bi weekly PLC meetings scheduled for Monday Meetings	● Monday morning meeting schedule has been adjusted to increase the amount of PLC time available. PLCs now meet at least three times a month instead of twice per month.

Critical Area of Need #4:
Bellflower Middle/High School will improve student achievement in Math at all grade levels in all population subgroups.

Additions and Proposed Refinements	
Monitor Intervention and supports to see if data supports continuation of block math periods for grades 7-12	● Intervention courses have evolved since the last WASC self study visit. For math, teachers have utilized department created curriculum, ALEKS, and now utilize Math iXL. ● During the last self study, intervention classes were blocked for two hours. After teacher feedback, it was determined that a two-hour block was not the best setting for the students. This then evolved to students having the same teacher - but the two math periods were separated to provide a small break in between. ● Placement of students in intervention class was based on SBAC data, common semester exam results, and math grades. ● After evaluation of students who were placed in Math Intervention, many students were struggling in multiple subjects. Halfway through the 18-19 school year, some student schedules were adjusted so that students who were struggling in only math were enrolled in the Intervention course. ● Due to the switch in bell schedule, currently teachers are reevaluating new intervention strategies to meet the needs of our students.
Continue math professional development for all grade levels	● In the 18-19 school year, the high school math department piloted a new textbook - *Big Ideas Math.* The online textbook resources provide a multi-channel access including bilingual lessons, videos, and audio. The new textbook was used in conjunction with *Irvine Math Project* lessons, and it was selected to help fill in the gap between students' conceptual knowledge and procedural knowledge of math. ● Professional development for the pilot textbook was provided by the district office. ● The math department regularly attends the CMC Annual Math Conference which allows the teachers to confer with teachers from other schools in addition to learning new techniques, technologies and teaching methods. ● Several math teachers have attended the AVID Math Community of Practice training.
New curriculum implementation aligned with the Common Core State Standards	● In the 18-19 school year, the high school math department was piloting a new textbook - *Big Ideas Math.* The online textbook resources provide a multi-channel access including bilingual lessons, videos, and audio. The new textbook was used in conjunction with *Irvine Math Project* lessons, and it was selected to help fill in the gap between students' conceptual knowledge and procedural knowledge of math.
Expansion of Intervention programs	● Prior to distance learning, there was an RTI team - composed of multiple school stakeholders - who evaluated RTI and created a plan to implement a program that would work within the limitations of the bell schedule/school day. The RTI team visited other schools with similar demographics to get ideas. ● During the 2018-2019 school year, there was a temporary pause in middle school math intervention due to a lack of section availability in the master schedule for intervention due to teacher RIFs. ● Intervention was provided through PRIDE Time during the 2019-2020, 2020-2021, and 2021-2022 school year. ● Due to the switch in bell schedule, currently teachers are reevaluating new intervention strategies to meet the needs of our students.

Critical Area of Need #5:
Bellflower Middle/High School will improve student achievement in ELA at all grade levels in all population subgroups.

Additions and Proposed Refinements	
Monitor Common Assessment and data analysis systems against CAASPP scores to determine efficiency of assessments and analysis	● Monday morning meeting schedule has been adjusted to increase the amount of PLC time available. PLCs now meet at least three times a month instead of twice per month. ● Department chairs have agreed to meet earlier to also allow more meeting time within academic departments. ● ELA teachers evaluate test data and make adjustments to ensure assessments are aligned to state standards.
Continue ELA professional development for all grade levels	● PD has been made available to teachers based on their requests to the principal, specifically with regards to conferences/trainings that pertain to their subject matter or professional growth. ● New Advanced Placement (AP) teachers are sent to a one-week summer institute to go over course overview and plan for course. ● Several English teachers have attended the AVID English Language Arts Community of Practice training ● Other PD made available for English teachers include: co-teaching seminar, What's New in Young Adult Literature, etc.
Standardized analysis and implementation of common assessments outside of School City, or Improve School City usability	● School administration is working with the district office Director of Academic Accountability to build capacity at the site so that teachers are more familiar with SchoolCity. ● The department of Academic Accountability facilitates collaborative scoring twice a year after the administration of the district writing assessment.
Increase training and implementation of School City data analysis system for common ELA assessment in grades 7-12	● School administration is working with the district office Director of Academic Accountability to build capacity at the site so that teachers are more familiar with SchoolCity.
Create intervention classes or other means of improving student performance who are below ELA grade level standards	● During that last WASC visit, Intermediate ELD students used READ 180 to help increase reading comprehension skills. Since then, the ELD department has also utilized StudySync ELD resources as well as English 3D to support English Learners. ● The ELA department adopted a new textbook by StudySync. StudySync has resources that are organized around a first read, close read, and associated skill lesson that emphasize explicit vocabulary instruction, language acquisition, and reading comprehension. ● Teachers encourage students to come for tutoring/extra help on an individual basis, implementing additional interventions in class to support struggling learners, emailing counselors to identify students who struggle greatly and who may need to be assessed for additional support, calling parents to discuss further support, etc.) ● A formal system for identifying students who are struggling still needs to be developed.
Increase collaboration amongst ELA grade level teams to standardize common knowledge expectations	● The MS and HS ELA departments continue to work collaboratively and review writing skills that are utilized throughout each grade level; they also vertically plan within the departments to build rigor within writing skills (i.e. ACE the question; annotating the text; TAGS; AT, "DQ" (PC) ● PLC groups are continuing to use Google Docs to collaborate; this allows teachers the opportunity to access, create, and edit their documents anywhere. It also allows teachers the ability to work on the same document at the same time.
Increase collaboration between ELA and all school subjects to	● In January 2019, Bellflower MS/HS started an after school writing center - "Writer's Workshop" - two days a week to assist students with any writing needs.

	The center was staffed by English teachers. Unfortunately this writers workshop did not continue after the spring 2019.
standardize citing sources, tier academic vocabulary, paragraph expectations reading and writing comprehension and strategies	● After-school tutoring and PRIDE time provided additional support for students.

Critical Area of Need #6:

Bellflower Middle/High School will continue to provide opportunities for input from various stakeholders, increase dialogue with all stakeholders with regard to school and student achievement.

Additions and Proposed Refinements	
Continue offering PIQE trainings for interested parents	● Bellflower MS/HS continued to offer PIQE training for interested parents. With continued interest workshops are also differentiated - for first year attendees and repeat attendees. The last PIQE training was conducted in the Fall of 2021. ● During Fall of 2022, after not hearing back from PIQE, we partnered with Parent Education Bridge for Student Achievement Foundation (PEBSAF), who provided similar workshops and services to families/parents. ● BUSD has also supported our efforts to increase parent involvement by offering "Parent University." Parent University is free classes for parents on a variety of topics including academic success, health and wellness, and social/emotional awareness. These classes were provided by the Education Services division of BUSD.
Increase parent access/use of AERIES parent portal grade monitoring system	● Bellflower MS/HS has moved away from sending out the traditional paper summer mailer. We now use Aeries Data Confirmation which allows for the electronic collection, verification, and confirmation of registration data for students returning to our school. Part of this process requires that families sign up and create a Parent Portal account. ● Assistance for parents/families has been provided in both English and Spanish throughout the summer and school year to set up Parent Portal Accounts. ● Letters are sent home through the school year to continually encourage parents to set up Parent Portal accounts. ● As a result of distance learning, report cards are no longer mailed home and parents/families are encouraged to log-on to their parent portal accounts to review grades.
Increase parent awareness of Bellflowerhigh.org	● During the last WASC self study, Bellflower MS/HS utilized *Edlio* as its website host. Starting in the 18-19 school year, Bellflower MS/HS has started to use *Blackboard Connect* as its website host. The web address has remained the same. ● The website is listed as a resource on most teacher syllabi. ● The website is shared as a resource at all parent meetings.
Increase teacher use and presence on Bellflowerhigh.org	● During the last WASC self study, Bellflower MS/HS utilized *Edlio* as its website host. Starting in the 18-19 school year, Bellflower MS/HS has started to use *Blackboard* as its website host. The web address has remained the same. ● The website is listed as a resource on most teacher syllabi. ● The website is shared as a resource at all parent meetings. ● Teachers have shifted to creating Google Classrooms to communicate information to students. However, some teachers have also created teacher websites to keep families informed.
Create Middle School teacher parent meeting/conferences week after first quarter grades, shorten week for middle school so that staff can meet with parents about student progress	● Middle school teachers continue to have parent/teacher conferences, but not on a formal basis. These conferences are usually held at the request of either teacher, parent or counselor. ● Middle school teachers also have opportunities to interact with parents during Back to School Night or Open House. ● Visits to other middle schools have been done to evaluate programs and bell

	schedules, but not to evaluate the parent/teacher conference schedule.
	● This will need to be discussed by teachers and administration about possible implementation or if there is still teacher interest in hosting conferences.

Comment on Critical Areas of need and connection to the schoolwide action plan/SPSA

The areas of growth previously identified during the last full visit continue to be areas we review and refine. These six areas have been embedded into the SPSA to help guide our resource allocations as we work to meet the needs of all students in narrowing gaps and increasing student achievement. There are no areas of growth that are not currently embedded into the SPSA. Please see the links for more information, 2021 WASC Progress Report, 2018-19 SPSA, 2019-20 SPSA, 2020-21 SPSA.

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

General Background and History

Bellflower Middle/High School is located in the city of Bellflower, a community with a population of 79,190 (2020). It is one of two comprehensive secondary schools in the Bellflower Unified School District. Bellflower High School opened in 1951 with an enrollment of 690 students from the cities of Bellflower and Lakewood. Today, the campus includes both middle and high school classrooms and services students in grades seven through twelve.

Over 90% of the students served by Bellflower Middle/High School reside within the city of Bellflower. The district also provides interdistrict permits to students who live outside the city limits; the majority of permits are given to students who reside in the surrounding communities of Compton, Lakewood, Lynwood, Norwalk, Paramount, and Long Beach.

The city of Bellflower is a modest community made up of single family and multiple unit housing developments. Based on census data between 2015-2019, the median household income is approximately $60,011. Compared to the state median income, which is approximately $75,235. The percentage of Bellflower Residents over 25 that are high school graduates is 76.6% and 18.5% for a Bachelor's degree. Bellflower is a diverse community with a population of 79,190. The population of Bellflower has changed over the last few years and is now 55.9% Hispanic/Latino. Other significant population groups include 31.6% White, 12.2% Asian, and 13.3% Black/African American. The diverse city population represents the diverse student population at Bellflower Middle/High School.

Parent/Community Organizations

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, parent booster clubs, college and university partnerships, business associations, club organizations, and the parent-school advisory committee provide extraordinary resources and decision-making opportunities where everyone works for the best interests of students.

Parent and community participation is cultivated through the Parent Education Bridge for Student Achievement Foundation (PEBSAF), Parent Institute for Quality Education (PIQE), Community Schools Initiative, Family Resource Center, Parent University, School Site Council, the Citizens Task Force, the Career Technology Education Advisory Committee, the English Learner Advisory Committee, the District Advisory Group, and the District English Learner Advisory Committee. These organizations help support our diverse student population and give both the students and parents the tools they need to be successful.

Students and staff members also work with Caring Connections, a nonprofit organization that links families in need with services to local mental health agencies. With the assistance of school-based case managers, Caring Connections works with students to help improve achievement and attendance by increasing the awareness of available community resources. Caring Connections provides students and their families with food assistance, transportation vouchers, and referrals to dental, vision, and tutoring services. It is also supported by the City of Bellflower Rotary Club and Bellflower Noon Lions Club. Through generous donations, students are provided with school supplies, clothes, and shoes throughout the year.

School Partnerships

The partnerships between Bellflower Middle/High School and local businesses, colleges, universities, and community groups play an important role in shaping both the community of Bellflower as well as the school. These partnerships include Long Beach City College, Cerritos College, Naviance (Ended June 2021), California College Guidance Initiative, Parent Institute for Quality Education (PIQE), Senior Scholarships, and Parent University. Click here for descriptions of our school partnerships.

Partnerships with Local Businesses

Restaurants
Several restaurants and fast food establishments work closely with Bellflower Middle/High School. In-N-Out, Jersey Mike's, Taco Nazo (Ended during pandemic), Frantone's, Chipotle, Chick-fil-a, Panda Express and Cali-4-Tacos 9 (a local taqueria owned and operated by a BM/HS alumni, class of 2007) work with several of our clubs and sport teams in an effort to raise funds for field trips, uniforms, sports equipment, bus transportation, as well as many other needs.

Athletics
Bellflower Middle/High School has partnered with the city of Bellflower to allow us to use the aquatics facilities at Thompson Park for our swim team. Lakewood Country Club opens its doors to our girl's and boy's golf teams. Gatorade donates towels, drinks, water jugs, cups and bottles to our athletic program for use by the various teams on campus. The city of Bellflower partnered with our district in 2017 to fund the construction of our new all-weather synthetic soccer field complex. This partnership has led to youth leagues utilizing the facility for games and practices.

The Mayne Events Center
The Mayne Events Center is a new special events venue in the city of Bellflower, named in honor of our first city mayor. The Mayne boasts a ballroom on the second floor and is also home to the Los Angeles County Fire Museum, located on the first floor. Bellflower High School hosted the 2018 and 2019 Homecoming Dance at the Mayne Events Center and is hoping to build a partnership for future dances and other events.

Work with Corporations/Companies

Real Inspiration, Inc.
Each year Keith Hawkins of Real Inspiration, Inc. meets with our seventh graders and senior class and gives a seminar involving motivational speaking, team building exercises, and self-reflection. This helps to build unity and character in our seventh graders and senior class, as well as assisting them to gain the motivation it takes to complete their school year successfully.

Miller Children's Hospital
Bellflower Middle/High School donates toys to children at the Miller Children's Hospital during the holidays.

dude. be nice
dude. be nice is a media company creating a more conscious culture by spreading positivity through social minded video content, ethically made products, and offering transformative tools to inspire action in communities. Bellflower ASB hosts dude. be nice week every year and focus on spreading positivity. In addition, our students select unsung heroes in the school community to recognize, as well as someone in the community that has made an impact on our school community each year. These involve teachers, staff, parents, and community businesses.

Phil Boyte – School Culture by Design
Phil Boyte, motivational speaker and founder of Learning for Living, led a staff development workshop for our staff at the beginning of the 2018-2019 school year. Phil focused on breaking down silos and building up trust among staff members. During this session, Phil guided the staff through activities that allowed staff members to become more comfortable with each other. The idea is that comfort leads to meaningful conversation which leads to a better school culture. At the beginning of the 2022-23 school year, Dean Whellams of Learning for Living, led a refresher and follow-up professional development with our staff.

SOS Entertainment
SOS Entertainment is an Event planning company that we have used at Bellflower Middle/High School for a few events for students. They were used to set up stage decorations and video screens for our drive through graduation for the class of 2020 and our in-person, socially distanced, graduation for the class of 2021. Additionally, we used this company to host a Silent Disco dance experience for our high school Sadies dance in March 2022.

Marzano High Reliability Schools (HRS) Phil Warrick
Due to the shift to block scheduling in the 2021-2022 school year, Bellflower Middle/High School partnered with Phil Warrick to train staff on block scheduling and embedded support best practices. This training was done in four sessions, via a video recording during all-staff meetings.

Kaiser Permanente
Our CTE Healthcare Pathway has a partnership with Kaiser Permanente known as the Hippocrate Circle Program. Hippocrates Circle aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers. This program strengthens Kaiser Permanente's links with the community by supporting broader educational experiences, thus, encouraging diverse students to pursue higher education in medicine. Students enrolled in the program have several opportunities in their fellowship to interact with practicing physicians that may reflect their own personal experience and diverse background.

Industry partnerships to develop internships and/or shadowing opportunities will be developed in the 2022-2023 school year. Both paid and unpaid Work Experience Education (WEE) opportunities will be explored to reinforce and extend vocational learning opportunities for students through related classroom instruction.

Buc Family Resource Center

LACOE/Bellflower Middle/High School Communities Schools Initiative
The Community Schools Initiative (CSI) at Bellflower Middle/High School is under the guidance of the Los Angeles County Office of Education (LACOE). CSI supports students and families in accessing necessary community resources to ensure all students are healthy, prepared for college and career, and civic ready. The Community Schools strategy meets the needs of students and families by bringing community agencies, partnerships, and resources into the school for convenient accessibility and utilization by all. This strategy supports improved student learning, stronger families, and healthier communities by understanding the needs and addressing barriers that impact student academic success and engagement. Community schools offer a range of supports and opportunities for youth and families to achieve results in the following areas: improved attendance; school and community engagement; family involvement; and academic success. This vital whole-child and family approach lends to optimal physical, social and emotional well-being, and an overall stronger healthier community for all members to thrive.

Parent Communication/Involvement

Parent input and communication are important to both staff and administrators at our school. Since the last self-study visit, a greater attempt has been made to communicate with parents using technology. The following improvements have been made:

- Parents must verify their student information every summer through the Aeries parent portal system, which has increased the number of parents accessing the parent portal system to monitor students' grades and attendance.
- Blackboard (formerly Teleparent) has been used as a way to communicate with parents about important dates and reminders using an automated phone service system.
- Parent Institute for Quality Education (PIQE) has continued to hold parent seminars to help their children succeed.
- The Bellflower Middle and High School website was updated and improved to be more accessible to families who speak languages other than English. The entire district utilizes Blackboard web hosting services to tie in all communication services. Features continue to include translation of web content into thousands of languages and a phone app.
- Since distance learning report cards and other parent information are now available on Aeries parent portal.

- Parents and other stakeholders are contacted through multiple systems about our district's LCAP and schools SPSA and given the ability to either email in suggestions directly through the district website, or show up in person to a number of district and school-led meetings.
- Increased communication through the use of our Bellflower Beat email newsletter.

Faculty/Staff Demographic Data

Bellflower Middle/High School's administrative leadership team consists of the principal, three assistant principals, one dean of culture and climate, and 9 counselors. The principal and assistant principals evaluate teachers based on the California Standards for the teaching profession. There are 103 teachers and 65 classified staff at Bellflower Middle/High School.

School Purpose

Mission Statement
Through rigorous and engaging college, career, and co-curricular opportunities, Bellflower Middle/High School develops students who are empowered to be lifelong learners and leaders in an ever-changing global society.

Vision Statement
We are committed to producing contributing citizens who are prepared to excel in college, career, and civic life.

Schoolwide Learner Outcomes (SLO's)
Upon graduating, Bellflower Buccaneers are:

- Ethical Decision Makers
- Effective Communicators
- Collaborative Workers
- Critical Thinkers
- Quality Producers

WASC Accreditation History

Bellflower Middle/High School conducted its last full self-study in March 2016. As a result of the 2016 self-study, Bellflower Middle/High School received a six-year term with a two-day mid-cycle review. The mid-cycle review took place in March 2019 and we submitted a progress report in December 2020 during remote learning.

LCAP Goals and Needs

The SPSA is monitored and updated regularly to address the achievement of the content area learning standards. The SSC, ELAC, site department chairs, school counselors, site administrative team, as well as, students and parents 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 School Site Council analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it adopts various school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

There were three Identified LCAP needs and goals that apply to the school. The first goal is to provide all students safe, collaborative conditions for learning by increasing student engagement, maintain/increase our sites basic conditions, increase school climate and to increase the percentage of students completing A-G courses and increase the percent of

English learners that meet reclassification criteria. The second goal is to provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready. To do this, the school needs to increase student proficiency on state assessments, increase student achievement such as graduation rate, as well certain sub-group performances on math and ELA assessments. The third goal is to provide ongoing communication and opportunities for educational partners to advocate for the success of all students. The identified need for this goal is to increase parent involvement.

Accolades and Achievements

Our school has many academic and athletic Accolades and Achievements that we are very proud of at Bellflower.
We have received the civic learning award of excellence, Civic Democracy School Designation, California Association of Directors of Activities (CADA)/California Association of Student Leaders (CASL) Outstanding Leadership Program Award, and the California Golden Bell Award, and our athletics programs have had many league championships and CIF Championships.

School Programs

All Students
Bellflower Middle/High School's day starts at 8:30 am and concludes at 3:36 pm Tuesday through Friday. Monday is a late start schedule for the students (10:00am to 3:36) in order to make time for staff development. During the time frame of 8:30 am to 9:00 am staff typically have staff meetings; either small PLC groups, departments, or all staff. The topics of the meetings can vary, but the focus is on continued improvement of the teaching profession to benefit the student population of Bellflower. New to the 2022-2023 school year the school implemented an eight period block schedule. This allows all students the opportunity to take more classes to meet A-G requirements, credit recovery, electives, and CTE pathways.

Civic Engagement Program (formerly Civic Learning Initiative)
Bellflower Middle/High School's commitment to institutionalize civic learning in our high school is from our teachers' desire to prepare all students for college, career, and citizenship in the 21st century. Once Bellflower Middle/High School was designated a California Democracy School in 2016, we continued our efforts through our Civic Engagement Program. The mission of the Civic Engagement Program is to create lifelong active learners, teach our students to demonstrate respect for themselves and others in a dynamic, diverse and global society, create responsible, informed, productive, independent and contributing citizens, and create citizens who can perform successfully in their chosen field and in society. Throughout the school year students engage in civil dialogue on topics and issues that are related to classroom content as well as issues that are important to them. Through the use of Socratic Seminars, Philosophical Chairs, Public Issues Discussions, Structured Academic Controversy Discussions and Soapbox Speeches, students learn how to make inferences from text, cite specific textual evidence to support conclusions, write arguments to support claims in an analysis of substantive topics using valid reasoning and evidence, as well as many other skills that are listed in the Common Core State Anchor Standards for Reading and Writing. At the conclusion of the school year all students participate in the Civic Democracy Fair. Students use what they have learned in class (content, investigation skills, civil dialogue etc.) to complete a final investigation project. Final projects are displayed in various formats including presentations, tri-fold boards, and speeches. All classes on campus are invited to attend the Civics fair located in the gymnasium. A questionnaire is provided for visiting classes so that there is full student engagement.

Link Crew
Link Crew is a transitional program that welcomes students entering 7th grade at Bellflower Middle/High School. The Link Crew program creates a system of support for these students during their first year at Bellflower Middle/High School. Link crew Leaders are responsible for a group of 7th grade students who they mentor the entire school year and serve as a point person for students to lean on. Link Crew is offered as an elective class which is A-G approved. With Link Crew being offered as an elective, Leaders are able to plan, execute, and accomplish even more connections with their 7th grade students through small group settings.

PBIS/P.R.I.D.E.
Bellflower Middle/High School uses PBIS to build a school culture that positively impacts all educational partners and improves student and staff relationships in the process. This school year our new Dean of Culture and Climate is in charge of modernizing our PBIS program for improved success.

Population Specific Programs
English Language Learners/English Language Development
Click here for the ed-data report. English Language Development (ELD) is available to students of limited English proficiency who have a primary language other than English. The ELD program places students in classes based on their English proficiency. Courses include beginning, intermediate and advanced levels. Placement in the program is based on the results of language testing and student progress is continually monitored. English Language Learner Acquisition Status data highlights our large English Learner population. These numbers are also representative of the redesignated FEP (Fluent English Proficient) from the prior year. The English Language learner population has increased slightly since the 2018-2019 school year at Bellflower Middle and High School. English Language Learners account for 22.2% of our total student population.

Redesignated Fluent English Proficient data shows our school trending down with the number of students that were redesignated between 2018 and 2022. These students were impacted by the school closures and our school is working hard using strategies mentioned in other parts of this report to increase the amount of students redesignating. The largest group of English language learners' home language is Spanish, 92.1% of our total EL population.

Programs for Socio-Economic Disadvantaged Students
Click here for Demographics data from ed-data.org. Bellflower has numerous special programs to provide assistance to students and families in need. The data for Free and Reduced Priced Meals has increased since 2018 from 73.% to 81.4% of students that qualify for these services.

Students Below Proficient in State Standards
All teachers at Bellflower share a common goal of student success. Therefore, all teachers are available to students for extra help, before or after school. When the additional help is not enough, several intervention programs have been created (based on student need and data) and are available to assist struggling students at Bellflower Middle/High School. Most of the interventions are focused on two critical areas of need: mathematics and English Language Arts. Students who are performing below proficient in state standards are offered several sources of educational support to improve their overall academic knowledge.

Intervention Programs
Math Intervention/Support
Please refer to Chapter 1 significant developments.

Summer School Credit Recovery
Summer school courses are offered in Math, English, History/Social Science, Science and Physical Education for those students who are not currently on pace to graduate at the appropriate time. Students may take up to three full classes in order to gain enough credits to get back on track for graduation. Summer session programs are six weeks long. During course registration for the fall semester, high school counselors meet with their students individually to discuss credits, graduation credits, and post-secondary goals. If a student is deficient in credits, the high school counselor gives the student a summer school application/referral form and communicates summer school placement with parents.

OdysseyWare Credit Recovery
OdysseyWare is a web-based curriculum designed to provide a student centered and self-paced learning environment as opposed to a direct instruction learning environment. Students are assigned to a credit recovery class during the day, and they also can access their course work from home. Courses in the system have been customized by BUSD content area teachers to reflect district and state standards for learning. OdysseyWare has also been used in summer school to create flexibility in student scheduling.

Independent Study

Independent Study is offered to students who are in need of time outside of class for a variety of reasons (medical, emotional, disciplinary, etc.). Independent study is offered based on specific needs. After a conversation occurs between parent(s), student, administrator and teacher(s) a plan is put in place to support the student's continued education outside of the school walls. Upon the student's return, work is collected and analyzed by an on-site teacher. A small number of students each year use Independent Study as a way to maintain credits for graduation. This is typically less than 5. Due to COVID-19 this number has increased significantly since returning to school.

Home Hospital Teaching

Home and Hospital Instruction serves students with a temporary disability that makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable, excluding students with "exceptional needs." Students whose acute/chronic health issues or injuries cause them to be severely restricted and temporarily unable to attend school may be eligible for services through the Home/Hospital Instruction Program. Home instruction must be recommended by a licensed medical doctor who feels the student is completely unable to attend school for a period of no less than fifteen consecutive school days. Instruction in the home is one of the most restrictive educational placements available, and by law must be viewed as the placement of last resort, to be utilized for the shortest time necessary. Final determination of eligibility and approval for home instruction is made by the Instructional Personnel Services of BUSD. Students enrolled will receive a maximum of five hours per week of instructional support.

Special Learning Needs/Special Education
RSP Co Teaching

RSP students with disabilities are included in specific co-taught general education classrooms. Resource Specialist teachers have been paired up with General Education teachers to provide support to all students. Currently co-taught classes are available in English Language Arts and mathematics. This setting allows students with disabilities to receive additional support as they navigate the traditional classroom environment.

The BEST Program

The Behavioral Emotional Support Teaching (BEST) Program for the district is located at Bellflower Middle/High School. The program was implemented during the 2015-2016 school year. Students in the BEST program manifest intensive social, emotional, or behavioral difficulties that significantly interfere with the student's or other students' educational progress, and whose educational needs cannot be met in a less restrictive setting. The BEST program is a highly structured and supportive placement that utilizes behavioral strategies based on Applied Behavior Analysis. BEST students receive specialized academic instruction, counseling support, social skills instruction, and behavioral self-management training.

Foster Youth Services

With a total of 17 students, Bellflower has a small population of students who meet the definition of foster youth when they enrolled. The students are typically assigned to receive support services in terms of counseling, visits to the school psychologists or help through our resource specialists.

Postsecondary Focused Programs
APEX

APEX is a program designed for high achieving academically driven students. The APEX program focuses on three objectives: academic scholarship, leadership, and providing a college-going atmosphere. This program allows for unique learning opportunities and a support system for those students striving to complete multiple Advanced Placement courses on their path to graduation. This program also allows students to become campus role models who the other students can emulate.

California Scholarship Federation (CSF) & California Junior Scholarship Federation (CJSF)

CSF is a statewide honors society dedicated to honoring academically outstanding high school students. It is a highly selective club, as only students who fulfill the academic requirements may be eligible to join each semester. CSF promotes lifelong learning and friendship among its members, in addition to teaching students about colleges and scholarships. CJSF is available to our MS students.

Career and Technical Education and High School Pathways (CTE)

Bellflower Middle/High School has put a major emphasis on creating CTE pathways for students to take as an elective, there are a total of seven CTE pathways as of 2022-23 school year that are offered and available to all students. Students can choose from seven different current pathways that run as year-long program(s); Manufacturing and product development, building and construction trade, Arts, Media, and Entertainment, transportation, hospitality, tourism and recreation, heath science and medical technology, and engineering and architecture. The goal of our CTE pathways is to give students experiences and options to excel in college, career, and civic life after graduating from Bellflower Middle/High School.

AVID

Advancement Via Individual Determination (AVID) is an in-school academic support program for grades seven through twelve aimed at closing the achievement gap by preparing all students for college readiness and success in a global society. AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. The long term goal of the AVID implementation schoolwide is an increase in students that meet A-G requirements and increase college and career readiness. Our school currently offers AVID in grades 7-10, full implementation in grades 7-12 will be completed in the 2024-2025 school year.

California Advancing Pathways for Students (CalAPS)

CalAPS is dedicated to developing and providing quality career technical education for students in high school to ensure they become successful, contributing college and career ready members within the global community. The program provides learning opportunities based on labor trends, local labor market, and student interests. CalAPS partners with local business, civic, and higher education to deliver a career technical education program which provides student experience for postsecondary education and/or employment.

Types of Instruction and Extended Learning Opportunities

At Bellflower Middle/High School, there are multiple school-wide interventions offered to all students. Programs are offered during the instructional day and after school. Teachers currently offer academic support during the school day by using embedded support during the last 20 minutes of each class period. Teachers also offer academic help as needed before and after school based on the needs of the students. These interventions are designed to help students who need additional academic support and also increase extension opportunities for high achieving students.

Curriculum offered both onsite or outsourced

At Bellflower Middle/ High School, emphasis has been placed on allowing students to have opportunities to choose rigorous and relevant curricula based on their personal interest and post-high school goals. Bellflower continues to offer college prep, honors, Advanced Placement (AP), intervention, and dual enrollment courses. As equally important as the core classes, students are required to take visual, performing and technical arts courses and world language courses to meet both high school and A-G college requirements.

Types of assessments and assessment process

Using the Professional Learning Community (PLC) system, Bellflower has worked diligently to create common assessments. A large portion of PLC time has been spent creating pacing guides, and formative and summative assessments for subject-like teachers to follow and articulate with grade levels. These are used to measure student's acquisition of key concepts and ideas and continuous instructional improvement based on achievement data. .

How programs support college, career and other goals

Bellflower Middle/High School has continued in its effort to improve student eligibility to apply to a four year college by successfully completing the A-G course requirements in high school. There has been a steady increase in students who are able to apply to a four year university. Bellflower continues to improve our student's eligibility to apply to UC and CSU colleges, through improvement in course offerings, increasing our number of counselors, and encouraging our student population to challenge themselves academically. Students who are interested in particular careers are also supported through our CTE courses. Students have also been able to expand their music aspirations with Marching Band and Vocal Ensembles at the high school level. Marching band, chorus, and world language are now being offered at the middle school level.

Student Participation in Co-Curricular Activities and Extracurricular

Participation in Co-Curricular Activities has increased at Bellflower Middle/High School. This is mainly due in part to a larger number of activities, events and clubs that take place on campus. Activities like BUC Tailgate, the pancake breakfast, homecoming game and dance, the winter dance, Sadie Hawkins and Prom all give High School students the ability to participate in co-curricular activities. Opportunities for our Middle School students also exist: Halloween, Valentine's Day and a Spring Dance as well as monthly activities that take place at lunch (staff vs. students sporting activities, and lunch time rallies). These all encourage our Middle School students to be active in their school community. Students are encouraged to join new clubs and share their interests through the annual club rush which takes place in September. The club rush gives student clubs and organizations an opportunity to show off what they are about and what they do. The activities director has changed 3 times since our last self-study and is now led by one middle school and one high school activities director that work together closely to create a positive school culture infused with new ideas in order to create unique and fun opportunities for the students to get involved in the Bellflower Middle/High School Community.

Orientation process for incoming students to understand expectations

In the spring of each year Bellflower Middle/High School welcomes students from feeder schools in grade 6 to the Bellflower campus; this event is known as "BUC Blast Off." During "BUC Blast Off," students get a feel for the school culture by participating in a school rally that introduces them to our school colors, their class color and all of the opportunities offered at Bellflower Middle/High School.

Before class registration begins in March, Bellflower Middle/High School hosts a "Navigation Night" (previously open house). This gives current and incoming families and students the opportunity to see what courses, electives and CTE pathways are available to students at our school and begin building relationships with our staff. 7th and 9th grade information sessions also take place during Navigation Night to introduce parents to Bellflower Middle/High School.

During the summer, a voluntary 7th grade orientation also takes place. This orientation is an opportunity to learn more about the school and to help with the transition from elementary to middle school. Our high school Link Crew leaders introduce themselves, answer questions, and lead campus tours for students and parents.

An articulation meeting is held each year between 6th grade teachers and 7th grade teachers. Teachers meet on the Bellflower Middle/High School campus to discuss the needs of the incoming class as well as to align curriculum and share best practices to help meet the needs of the students.

New students, in all grade levels throughout the year who enroll at Bellflower Middle/High School, sit down with their counselors. During this meeting new students are introduced to the school via a presentation that explains school rules and other important information. The morning of their first day the new student meets with their counselor and is given a schedule. Students are then taken on a tour of the campus by a high school student aide and shown classes and other important areas on campus.

Frequency of student/teacher interactions

Face to face student and teacher interactions happen a minimum of 3 times per week with the opportunity for more based on the student's needs. The bell schedule allows for the student and teacher to be in the classroom and interact together for 69 minutes on Mondays and 103 minutes Tuesday-Friday with a block schedule. Tuesday-Friday within the

school day students are offered embedded support during the last 20 minutes of class to receive academic support from their content area teachers. Teachers also often give up their own time before school, during lunch, and after school to help meet the needs of all their students.

Secondary Education and Career Support

College and Career Center
Bellflower Middle/High School College and Career Center (CCC) offers students extended help, access and information to gain knowledge about college and careers available to them post-graduation. The CCC helps with the college application process, due dates, financial aid questions, and offers guest speakers who discuss specific colleges or careers. The CCC offers students information about occupations available directly upon high school graduation, with a two year degree or a four year degree. Students who are working while attending school can also get help with the permit process and internships. Other connections are also available to help them gain important access to the working world. The CCC is open to all students and is staffed with a career technician and a full-time college and career counselor.

California College Guidance Initiative (CCGI)
The school went from using Naviance to using the California College Guidance Initiative through Californiacolleges.edu. This provides students and staff with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and applications.

Support Services

Counseling Support through the two school psychologists
When a student is in need of counseling due to any social, emotional or behavioral difficulties that are adversely affecting their academic progress, psychologists are on site and will see them on an as-needed basis to ensure support at the school level. Students are aware that the on-site school psychologists are there for support and often request to see the psychologists when they feel it is needed. Sometimes the student is referred to the school psychologists by an administrator or counselor after a pattern of behavior is shown to have a negative effect on some part of the student's school success. Based on the psychologist's observations the student will then receive other support services necessary to meet the student's needs.

Community Service Worker
To support our students most in need of health and financial resources and support our school has an on campus Community Service worker who helps students and their families get necessities such as medical treatment, glasses, clothing and food. Our Community Service worker is both knowledgeable and devoted to the students and their families. She works diligently to connect BMHS families with support services within the community, which positively affects a multitude of students. Our Community Service worker has connections with several community organizations to form partnerships to help students and families outside of school, and to support the student at school.

Caring Connections is a program that assists in different ways depending on the needs of the family. One of the highest numbers of referrals our Community Service Worker receives is for personal counseling. She works with different agencies to provide the service either at a student's home, agency office, or the student can be directly accommodated with counseling services here on campus.

Bellflower Middle/High School has several providers that offer health services for our students. The Woodruff Clinic,, and Children's Clinic all provide these services. Also, if a student is in need of medical insurance the community service worker can assist in finding resources. The Caring Connections community service worker is trained to help students who are not US citizens to enroll in Kaiser Insurance using the hospital's open enrollment.

Demographic Data

[Click here for Demographic data from ed-data.org.](#) Bellflower Middle/High School currently has 2,104 students enrolled in grades 7-12. Over the last 5 years the school has experienced a steady decline in enrollment. The declining enrollment is happening across most schools in the district and is not specifically isolated to our campus. Census enrollment by gender shows that 47.9% of students are female and 51.9% are male, no students identify as non-binary. The Bellflower Middle/High School population is very diverse. Enrollment in most subgroups has remained fairly consistent. The Hispanic/Latino population is the largest at 79.2% with the next largest subgroup being African American at 10.1%. The English language learner population at Bellflower Middle/High School has increased since 2017-18 from 435 students to 467 in 2020-21, this is a 6.8% increase. The largest group of English language learners' home language is Spanish, 92.1% of our total EL population. In addition, 81.4% of our students qualify for free and reduced lunch and our foster youth count is 17, 0.08% of our total population.

Addressing the Eight State Priorities (LCFF)

LCFF Priority 1: Basics Facilities
Teachers and Instructional Materials
All teachers are teaching within their credentialed areas. The district has policies for textbook adoption, new textbooks have been adopted in all Math (Big Ideas), ELA (StudySync) and ELD (StudySync for grade level ELD and English 3D for Intensive ELD) classrooms. Supplemental resources such as UCI math, a program developed in conjunction with the UC Irvine math professors, provides activities and additional learning resources that allow students to work with and talk about math to improve their overall understanding of the content. Middle and High School science departments have fully implemented NGSS Standards. Middle School science is using Amplify Science and High School science adopted StemScopes, both are phenomena based online science curriculum. The social science department is currently going through the implementation process, this will be completed by the end of the 2022-23 school year.

Facilities
Bellflower Middle/High School's facilities are maintained and in good repair. The school has continued to use funding under LCFF to purchase Chrome carts for classrooms and students. As of now Bellflower Middle/High School is 2:1. Each classroom has a chrome cart with 36 chromebooks and each student has a chromebook that they check out and take home. In addition, each classroom has digital presentation equipment with interactive software. New to the 2022-23 school year each classroom has a new viewsonic board, these are meant to replace projectors. The science laboratory and chemical storage areas meet the UC A-G requirements for all laboratory science classes. The lab facilities (two separate lab rooms with gas and water access at student centered tables) , although outdated, allow the students to complete labs that show understanding of important science content standards in biology, chemistry, physics and the AP science classes. The campus consistently looks clean and orderly and gives a welcoming feeling to all who enter.

LCFF Priority 2: Implementation of Academic Standards
Bellflower Middle/High School uses state and national academic standards to align curriculum and access student knowledge. More on this will be discussed in Chapter 3 by each department as most choices regarding curriculum, materials, and assessment happen within PLCs and Crews.

LCFF Priority 3: Parent Engagement
Parents are involved yearly in our SSC, PTSA, and Football/Band Booster Clubs on campus. 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 477 responses, 14.7% of which were parents and 65.4% were students. According to the survey, 69.2% of responses agree or strongly agree that our school is a safe place for students to learn. 86% agree or strongly agree that our school emphasizes the importance of student attendance. 74.7% agree or strongly agree that instruction at our school is guided by California Standards and students learn using the adopted curriculum. 68.1% agree or strongly agree that our school provides professional development to support

instructional practices and district initiatives. 70.3% agree or strongly agree that our school effectively communicates with parents and includes them in their child's education.

LCFF Priority 4: Performance on Standardized Tests
Student Performance Data [ed-data.org](), [California Dashboard.]()

Academic Performance Data ELA and Math
Based on the CA Dashboard Data our ELA CAASPP results for all students is 25.2 points below standard compared to Los Angeles who is 30.8 points below standard. Our African American students, English Learners, and Students with Disabilities scored very low and our Hispanic and Socioeconomically Disadvantaged Students scored low. The only subgroup that scored high in ELA were our Filipino students. CAASPP results for Math show that students are 110.4 points below standard compared to the state which are 71.5 points below standard. African American students, English Learners, Socioeconomically Disadvantaged students and students with disabilities are very low on the dashboard, Hispanic students are low, and Filipino students are in the medium range.

College and Career Data
There was no CCI data on the CA Dashboard in 2022, however, ed-data shows data from the 2020-21 school year. Teachers, support staff and administrators encourage students to take challenging and rigorous courses, courses that are necessary to meet graduation requirements or UC/CSU requirements, classes that improve technical skills or expand an interest in a specific educational avenue. In the past few years the AP program has increased, offering more courses to a large population of students. Teacher recommendation forms for Advanced Placement, Honors and other specialty programs have helped increase the number of students who are able to participate in specialty programs According to Ed-Data reports, the percentage of graduating students meeting UC/CSU requirements was 24.9% in 2017-18, 14.1% in 2018-19, 22.6% in 2019-20, and 29.5% in 2020-21. This is a 4.6% overall increase in the number of students meeting UC/CSU requirements. Our graduation rates have remained consistent 95.1% in 2017-18 and 94.8% in 2020-21.

English Learner Proficiency (ELPAC)
45.7% of our English Learners are making progress towards English language proficiency at Bellflower Middle/High School. 36.5% of our students progressed at least one English language proficiency indicator (ELPI), 9.2% maintained ELPI Level 4, 29.8% maintained level 1-3H, and 24.6% of EL students decreased at least one ELPI Level.

Report Card Analyses- [D and F Rates]()
Our report card analysis shows data for the last three semesters; Fall 2021, Spring 2022, and Fall 2022. According to the data in Fall 2021 our D/F Rate overall was 30.4%, Spring 2022 the rate was 33.17%, and Fall 2022 the rate was 25.92%. This number is higher than we want at Bellflower Middle/High School but the data shows the D/F rate has decreased overall since Fall 2022. In the first semester of the 2022-23 school year the school's D/F rate was high in all core subjects. This is a result of the learning loss that took place during the school closures. Our teachers and administrators are working hard to increase student achievement in all content areas.

Impact on Student Achievement
The number of students that are meeting or exceeding the standards in ELA and Math are low. In addition, our D/F rates are higher than we want in all core classes. We are confident that the number of students meeting or exceeding the standard will increase and our D/F rates will decrease in the next few years with our students being back on campus and with the academic support systems the school is implementing. In addition, the number of students meeting UC/CSU requirements is lower than we want, these numbers are also expected to increase with the number of college and career programs and support on campus.

LCFF Priority 5: Pupil Engagement
Graduation Rate and Dropout Rate
Based on the CA Dashboard Bellflower Middle/High School's graduation rate is 94..8%. This is 7.4% above the state average of 87.4%. The dropout rate at Bellflower was 3.7% in 2020-21 this was an increase from the previous year of 2.1%.

Average daily Rate of Attendance and Chronic Absenteeism for all students
According to attendance 2 attendance, the daily rate of attendance is currently 91.2% a slight increase from the 2020-21 school year where our attendance rate was 89.8%, click here for the report comparison. The chronic or severely chronic absenteeism rate at Bellflower Middle/High School was 19.2% in 2018-19, 19.4% in 2019-20, and 23.8% in 2020-21. This shows a slight upward trend in chronic absentee rates, COVID and school closures are closely related to these numbers. 2018-19 Report, 2019-20 Report, 2020-21 Report

LCFF Priority 6: School Climate

Suspension Rate Data- CA Dashboard, ed-data
Ed-data reports show that Bellflower Middle/High School's suspension was 9.5% in 2017-18 and 9% in the 2018-19 school year. However, there was a significant decrease in the suspension rate in 2019-20 to 6.4%. Based on the CA Dashboard, the school's current suspension rate is considered high at 9.1%. This is based on the number of students suspended at least one day. Suspensions by category shows that 54% of suspensions were because of violence without injury and 26% were for drugs.

California Healthy Kids Survey (2021-22)- full document here

Key Indicators of School Climate
Data from the 2021-22 California Healthy Kids Survey shows that less than half of our 9th and 11th graders feel school connectedness coming out of school closures and more than half of our 7th graders feel connected to the school. More than half of our 7th and 11th grade students have caring adult relationships at school while only 40% of our 9th graders feel the same. We anticipate these numbers to increase in our 2022-23 survey since our return to full in person learning. The majority of our students feel academically motivated and believe that adults have high expectations for students.

Key Indicators of School Safety and Cyberbullying
There are concerns amongst students about the perceived safety on our campus. Since the return from distance learning students have had trouble with their social/emotional health on campus. Most students seem to be worried about having rumors or lies spread about them, and middle school students specifically are worried about being beaten up and cyberbullying. Our school staff, administrators, and security are constantly working to inform and enforce school safety policies on campus. In addition, new multi-tiered supports and our Dean of Culture and Climate are working hard in the 2022-23 school year to increase this perception through various programs so students feel the school is safe or very safe.

Substance Use and Social/Emotional Health
Substance abuse amongst our students is very low with 7th and 9th graders at our school and relatively low with our 11th grade students. The school continues to educate students about the health concerns that go along with substance use through our health classes and anti-drug awareness weeks on campus. Around a quarter of our students felt social/emotional distress, and about a third of our students experienced chronic sadness/hopelessness in the 2021-22 school year. With the full return to in person learning, increased school activities, and our social/emotional support on campus, we hope that these numbers decrease in the coming years. *Expulsion Rate*

Expulsion Rate
Based on our school's expulsion report, 2 students have been expelled in the 2022-23 school year.

Discipline Referrals
Based on our assertive discipline reports from 8/22-1/23 there 514 discipline referrals were given to students for various reasons. The most common reasons were possession of a controlled substance 28%, tardy sweep 24%, and attempted to cause injury 21.7%. Our school takes pride in having a safe and welcoming school environment, we are constantly encouraging and teaching our students about BUC PRIDE rules, the health consequences of drugs, and educating students about the importance of attendance. We hope that hearing a consistent message from staff and administrators will help decrease these numbers moving forward.

Student Participation

Bellflower Middle/High School values academic, social, and behavioral success, students are strongly encouraged to participate in existing co- and extracurricular activities and programs or create new activities or programs based on student interest. Last year there were 424 students involved in school sports teams at all levels, about 25% of our student population. We also have over 45 student led clubs on campus that emphasize cultural awareness, community service, and academics. In addition, we have 52 students involved in ASB, 75 students in Link Crew, 180 students in AVID, and other co-curricular programs.

LCFF Priority 7: Access to a Broad Course of Study

As stated in LCFF priority 4, around 30% of Bellflower High School students meet college and career readiness standards. The primary way students are achieving readiness is through meeting A-G requirements. There has been a major emphasis since our last WASC self-study to increase the number of students that are college and career ready by creating new CTE pathways, and adding other academic programs such as the Early College Academy, Dual-Enrollment courses, CalAPS, and AVID. There has been a slight increase in this area, but we still want to see more of our students meeting these standards.

LCFF Priority 8: Other Pupil Outcomes

The District LCAP is based on the previous years funding, FCFF, and the needs of the district. The school's budget allocation is merged into the SPSA. As a result SPSA related goals and student needs are then funded by the LCAP. There is more information specifically about resource allocation in chapter three category A: Organization.

Perception Data

Educational Partner Title 1 Needs Assessment with LCAP Goals Fall 22-23- click here
477 Responses
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 477 responses, 14.7% of which were parents and 65.4% were students. According to the survey, 69.2% of responses agree or strongly agree that our school is a safe place for students to learn. 86% agree or strongly agree that our school emphasizes the importance of student attendance. 74.7% agree or strongly agree that instruction at our school is guided by California Standards and students learn using the adopted curriculum. 68.1% agree or strongly agree that our school provides professional development to support instructional practices and district initiatives. 70.3% agree or strongly agree that our school effectively communicates with parents and includes them in their child's education.

Parent Workshop Survey- click here
109 Responses
This survey was sent to families to gather information about the best ways to communicate and educate parents through various workshops. Most families indicated that they get most of their information through Blackboard, our school website, social media, and school newsletters. Families also indicated that the best way to be informed for parent workshops or events is through the same communication platforms. Families also indicated that the most used social media platforms are Instagram and Facebook. Responses also indicated that families would like workshops hosted both in person and virtual about various topics. The top three workshop topics chosen were college and career, financial literacy, and mental health/discipline.

High Reliability School Survey- click here
This survey was given to administrators, teachers, and staff to help school site leaders determine what is already working and areas of focus at their schools. There were five categories of questions including; safe and collaborative culture, effective teaching in every classroom, guaranteed and viable curriculum, standards-referenced reporting, and competency-based education.Based on this survey, 38% of administrators and 55% of teachers/staff agree or strongly agree that there is a safe and collaborative school culture. 88% of administrators and 61% of teachers/staff agree or strongly agree that there is effective teaching in every classroom. 75% of administrators and 68% of teachers/staff agree or strongly agree that our school has a guaranteed and viable curriculum. 69% of administrators and 67% of teachers/staff agree or strongly agree that there is standards-referenced reporting at the school. Lastly, 50% of

administrators and 49% of teachers/staff agree or strongly agree that the school has a competency-based education system.

Student Panorama Survey- click [here](#)
1,389 Responses
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 2022 and Fall 2022. The results from Fall 2022 showed the increase or decrease in each SEL section. Based on the survey results 44% of students extremely easily or quite easily can regulate their emotions, this is down 3% since our last survey. 52% of students have grit and are able to persevere through setbacks to achieve important long-term goals, this is down 2% since our last survey. 46% of students have a positive growth mindset, down 1% since the last survey. 67% of our students feel they can self-manage their emotions, thoughts, and behaviors, there was no change in these results since the last survey. Lastly, 57% of our students have social awareness and can consider the perspectives of others and empathize with them, this is down 3% from last year's survey. Based on this survey it is evident that more than half of our students are in need of SEL support at Bellflower Middle/High School. Using the wellness center and having teachers use SEL curriculum in the classroom will hopefully increase these numbers in the years to come.

Staff Panorama Survey- click [here](#)
67 Responses
A staff version of the Panorama survey was given to our staff in the Fall 2022, the questions reflected SEL professional learning at our school and teacher self-reflection. 46% 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 up 15% since the last staff survey. 62% of our staff feel they can help students who are not motivated to learn, help challenging students, or support student's growth and development. Knowing our staff's professional strengths and areas for growth related to social emotional learning will help guide our SEL professional development going forward.

Implications of the Data

Bellflower Middle/High School is committed to developing students who are empowered to be lifelong learners and leaders in an ever-changing global society through rigorous and engaging college, career, and co-curricular opportunities. There have been many program changes and additions since the last WASC self-study to help improve student achievement. However, based on all the testing data, there is still room for growth in all populations in English, Math, and students meeting UC/CSU requirements based on the data.

At this point in the self study one preliminary major student learner needs is to improve student achievement in ELA at all grade levels and population subgroups. Another major student learner need is to improve student achievement in math in all grade levels and population subgroups. Lastly, one more preliminary major student learner need is to increase the amount of students meeting UC/CSU course requirements.

Important questions to be discussed in the focus group meetings are how are we building literacy across all subjects, what are we doing to increase math skills, and what are we doing as a school and in our classrooms to increase students meeting UC/CSU course requirements.

SELF-STUDY FINDINGS

CATEGORY A

ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Vision and Purpose Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile

Evaluative Statement
Bellflower Middle/High School's Mission, Vision, and SLOs were updated in the 2021-2022 school year with input from all educational partners and are highly effective in providing a clear, coherent purpose of what students should know and demonstrate at Bellflower upon graduating.

Findings	Supporting Evidence
The Bellflower Middle/High School's mission statement reads as follows: *"Through rigorous and engaging college, career, and co-curricular opportunities, Bellflower Middle/High School develops students who are empowered to be lifelong learners and leaders in an ever-changing global society."* The mission of BM/HS focuses on providing students with learning experiences that will prepare them to be college and career ready. The mission statement and the variety of opportunities we have for students at BM/HS reflect our goal to allow students to make informed decisions and choose the pathway that is best for each individual student. The district supports the school's mission with staff development opportunities to incorporate strategies and current educational research into classrooms.	• Bellflower MS/HS Mission Statement • BUSD Website • Bellflower MS/HS website • P.R.I.D.E. Matrix • P.R.I.D.E Poster • Curriculum Handbook • Student planner • Staff Handbook • School Profile • A-G Completion Data • AP data • Advanced Placement and Honors programs
Our school's vision states that: *"We are committed to producing contributing citizens who are prepared to excel in college, career, and civic life."* All students participate in academic courses that meet A-G requirements while having access to a variety of quality curricular and co-curricular programs. The learning community will reflect a high degree of ethics, integrity, and responsibility, and will take full advantage of the diversity and talents of the staff and student population. Students who have barriers to learning will receive support services through school and community resources. All students will develop personal learning plans connected to goals beyond high school with their respective counselor. All students will be prepared to excel in college, a career, and civic life upon graduating from Bellflower Middle/High School.	• Bellflower MS/HS Vision Statement • Staff Handbook • Curriculum Handbook • BUSD Website • Bellflower MS/HS Website
The Schoolwide Learner Outcomes (SLOs) are that students will be ethical decision makers, effective communicators, collaborative workers, critical thinkers, and quality producers. The SLOs reflect the expectations for our students both in the classroom as well as out in the community, but it also addresses the beliefs that our students need to be prepared to address the changing landscape in our post-pandemic global society. The goal when creating the SLOs with our educational partners was to make them ownership-based and observable.	• Bellflower MS/HS Mission Statement • BUSD Website • Bellflower MS/HS website • Curriculum Handbook • Staff handbook • School profile • A-G data, AP data • Advanced Placement and Honors program
In addition to the SLOs, the P.R.I.D.E. Matrix further articulates the expectations at Bellflower Middle/High School. The P.R.I.D.E. Matrix addresses behavior expectations for our students here at school as well as out in the community. The P.R.I.D.E. Matrix is shared with students via posters in the classroom, in all common areas, and on the school website.	• Bellflower MS/HS Vision Statement • Staff Handbook • Curriculum Handbook • BUSD website • Bellflower MS/HS website • P.R.I.D.E. Matrix Posters • Classroom rules

	● Course descriptions
The Bellflower Unified School District Board of Education has adopted graduation policies, which align with state expectations. They support the school's purpose by encouraging teachers to use data-driven instruction.	● Bellflower USD Board Policy ● Graduation Policy ● BUSD website
The WASC Action Plan is embedded in the SPSA. The Single Plan for Student Achievement (SPSA) is monitored and updated regularly to address the achievement of the SLOs and content area learning standards. The district LCAP is also aligned with the SPSA. The site leadership team, School Site Council, ELAC, as well as students and parents analyze data and use student achievement data to make modifications to the plan annually. BM/HS has a School Site Council that meets on a monthly basis to discuss the progress of the school.	● SPSA ● LCAP ● SSC agenda and minutes

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Evaluative Statement
Bellflower Middle/High School is highly effective in providing an effective process to ensure the involvement of all educational partners in the development and periodic refinement of the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
The school's mission, vision, and schoolwide learner outcomes were revised during the 2021-2022 school year, the first full year back on campus since school closures. The process began by reflecting on the current research in education, state standards, school and community profiles, and the current needs of our students in today's post-pandemic global society. School staff, student groups, parent groups, PTSA, and School Site Council attended meetings and completed surveys to collaborate and identify the key purpose and objective as a school and what we need to do to achieve that purpose as a school, district, and community. These groups then reviewed and recommended revisions to the proposed mission, vision, and SLOs. These suggestions were then compiled and disseminated to the administrative leadership team and WASC Coordinator. The final step of this process involved revising the proposed mission, vision, and SLOs and presenting the final draft for approval. Our revised mission, vision, and schoolwide learner outcomes reflect where the school has been and where we want to go moving forward to meet the needs of all educational partners with a major focus on the needs of our students.	● Meeting agendas ● Meeting minutes ● PLC Agenda ● PLC Minutes ● Focus Group Agenda ● Focus Group Minutes ● Home group Agenda ● Home group Minutes

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

Evaluative Statement
Bellflower Middle/High School is somewhat effective in ensuring that all educational partners understand the vision, mission, SLOs, and district LCAP. The administration, clerical staff, and teachers on campus know and understand our school's vision, mission, SLOs and district LCAP. However, even though the students and families are given opportunities to attend meetings, review the documents and receive messages from the school regarding the school's

vision, mission, and schoolwide learner outcomes, there is still a large population that do not understand how they are incorporated into our daily school operations.

Findings	Supporting Evidence
Bellflower Middle/High School provides many opportunities for all educational partners to understand the school's mission, vision, SLOs, and district Local Control and Accountability Plan (LCAP). All of the school's courses, programs, sports, field trips, community service, clubs, and classroom lessons/activities reflect our SLOs. The SLOs are shared with students via the school's website, curriculum handbook, and district website. The SLO's are also embedded in daily activities in all Bellflower Middle/High School courses and programs. The LCAP is located on the Bellflower Unified School District website and is available to the public. The school incorporates their mission and vision by providing students with fully credentialed teachers and instructional material that align with National and State standards in all subjects. The School Site Council involves parents in the decision making process for resource allocations and implementing school programs. They assist in achieving the school's goals of improving educational programs, continuing to improve student academic achievement and outcomes along multiple measures, a Wellness Center to assist students experiencing emotional conflicts, supporting student engagement for all students, improving strategies for dealing with suspension and expulsion rates, a College Career Center to prepare students for college and careers, and measuring other student outcomes in areas of study such as physical education and the performing/visual arts.	● District Website ● Course Syllabi ● Class Posters ● School Planner ● Curriculum Handbook ● School Website ● SPSA

Governance Criterion

Understanding the Role of the Governing Board and District Administration

Evaluative Statement
The school community's understanding of the governing authority's role is effective at this time. Instructional leaders meet monthly, parent boosters meet based on their individual needs, live stream of board meetings and information is posted on websites and sent out to parents in a variety of ways including social media and Blackboard messages at Bellflower Middle/High School.

Findings	Supporting Evidence
The Superintendent and School Board consistently govern and oversee the schools, student services, and support. In addition, the Superintendent and School Board engage in a process to review relevant data, monitor implementation of the district action plan and make adjustments to the plan as necessary.	● See the BUSD School Website ● BUSD Mission Statement ● Bellflower Middle and High School Mission Statement ● Board meeting notes and agenda ● District Instructional Leaders Meeting Agenda ● District Instructional Meeting Minutes/Notes
A number of structured communications exist in the district. Principals have meetings with the Superintendent, Assistant Superintendents and Directors that	● Principal ACT Meeting

focus on leadership, curriculum, and instructional issues.	Minutes ● Principal ACT Agenda ● Meetings virtual when needed
The Board of Education's policies, bylaws, and strategic plan are fully aligned with the school's purpose and support the achievement of the SLOs and academic standards. Board policies, regulations, and bylaws are public information and available for download. Board of Education meetings are held on the second Thursday of every month. Board meeting agendas are archived from the past five years and available to view online. Board elections are held every four years.	● District website ● District mission statement ● District vision statement ● Bellflower Middle/High School Mission statement ● Bellflower Middle/High School vision statement
The Board of Education holds regular meetings in which school progress and the SPSA are monitored. Meeting minutes are made available for review to school leaders, staff, and community. Members of the Board of Education have been selected by the public via elections. There are well-defined policies and procedures for the specific duties of the Governing Board.	● District website ● Board of Education Meeting Minutes ● Board of Education Meeting Agenda ● SPSA
A variety of structured communication and opportunities for involvement currently exists within our school district. Bellflower Unified School District (BUSD): PTSA Meetings, PTSA Council Meetings, School Site Council Meetings, District Advisory Council (DAC)/District-level English Learner Advisory Committee (DELAC) Meetings, the school's English Learner Advisory Committee (ELAC), Citizens Task Force, Blackboard Connect Messages, BMHS website, parent nights, and School News Publications.	● BUSD website ● PTA agenda ● PTA minutes ● School Site Council agenda ● School Site Council minutes ● DAC/DELAC sign In sheets ● DAC/DELAC
The Local Control Funding Formula (LCFF) and Local Control Accountability Plan Draft (LCAP) survey is available on the BUSD website. The current 2022-2023 LCAP document is public and also available online.	● BUSD website
The BUSD website posts important information for parents. The district website contains a "For Parents" tab with useful information to help parents regarding interventions for homework, preparing for conferences, and promoting good attendance.	● BUSD website

Relationship between Governing Board and School

Evaluative Statement
Bellflower Middle/High School educational partners are somewhat effective in understanding the relationship between the Governing Board's decisions, expectations, and initiatives that guide the work of the school. There are multiple systems in place to involve educational partners and provide information to families and the community; however, not all stay involved for various reasons.

Findings	Supporting Evidence
Through the BUSD website and meetings with various educational partners throughout the year, the LCAP goals, vision, mission, and SLOs/P.R.I.D.E. matrices are evaluated and aligned to ensure that the programs meet the needs of our student population.	● BUSD website ● P.R.I.D.E. Matrix ● ESLRs

Our School Site Council (SSC) consists of staff, parents, and student representatives. SSC gathers input from educational partners and revises the Single Plan for Student Achievement (SPSA). Based on the goals of the SPSA, the SSC determines expenditure priorities. Once the SPSA is completed, it is presented to the Board of Education for approval. The SPSA is linked to Bellflower Middle/High School's mission statement, vision statement, and Schoolwide Learner Outcomes (SLOs).	● SSC meeting minutes ● SSC meeting agenda ● SSC membership list ● SPSA
Bellflower Unified School District's mission and vision statements are aligned to LCAP goals and are reviewed regularly. Bellflower Middle/High School's mission and vision statements are aligned with BUSD and the District LCAP.	● BUSD website ● School website
Our LCAP is revised and discussed several times before it is put in place starting in April and ending in June when the Board approves the initial budget to be sent to LACOE. Meetings are held at the district office, and there are multiple opportunities for all educational partners to be involved in the process if they choose. Because of the constant input from multiple educational partners, there is an ongoing evaluation and monitoring process within the document.	● Board Meeting Agendas ● District Website ● District Newspaper ● LCAP
The LCAP document is revised yearly. As a result, programs and monetary allocations are constantly being vetted for their ability to improve student outcomes. If LCAP funds are not being used for the best results of the district and its students, it will be monitored and revised. This year's LCAP has three specific goals to address the needs of the school and is aligned to the SPSA.	● Board Meeting Agendas ● District Website ● District Newspaper ● LCAP
The district LCAP has to be aligned to the Eight State Priorities in order to be approved by both the Board and LACOE. Therefore the district LCAP is aligned to State priorities. The School Board makes the final decision on the LCAP for the district, not the Superintendent, but the LCAP is strongly based on input and evaluation from all involved parties.	● Board Meeting Agendas ● District Website ● District Newspaper ● LCAP
Even with transparency it can be difficult to get educational partner involvement in the LCAP process; thus, the district and the school need to continually work on improving strategies and outreach in order to increase parent, community, and other educational partner involvement in the process. The district still actively tries to do this by having multiple lines of communication: posts on district website, social media, district newsletter, AERIES Parent Portal, and Board meetings. The district encourages and reaches out to the community for input and asks for participation from all concerned parties.	● Board Meeting Agendas ● District Website ● District Newspaper ● LCAP
To ensure that Bellflower Middle/High School remains fiscally strong, audits of various programs such as ASB and attendance are held. Bellflower Middle/High School works hard to maintain careful and accurate recordkeeping and management of resources.	● School Budget ● Audit Records
The district policies and bylaws support Bellflower Middle/High School's mission and SLOs. The Board of Education reviews and approves BM/HS Single Plan for Student Achievement.	● Board Agenda ● Board Minutes
All professional staff have job descriptions outlined in the labor contract that is approved by the Board of Education. The teacher evaluation process is outlined by the Board and teacher contract. The California Standards for the Teaching Profession is used to evaluate teachers.	● BUSD job descriptions ● BTA contract ● BTA teacher evaluation procedures. ● CSTP's

Based on the Board of Education's delegation of responsibilities, the Principal defines responsibilities to Assistant Principals. The Principal works with department leaders and PLC leaders to carry out the Board of Education's policies and strategies.	• BM/HS administrative responsibilities • Board meeting minutes • Board agenda

Uniform Complaint Procedures

Evaluative Statement	
Bellflower Middle/High School is highly effective in understanding and utilizing the uniform complaint procedures from the district.	
Findings	**Supporting Evidence**
School Board meetings are held on the second Thursday of each month. Citizens, parents, students, and staff can fill out a card and have three minutes to state their input on various items on the board agenda.	• Board agenda • Board minutes
The district makes the Uniform Complaint Procedures (UCP) documents available to educational partners. The UCP is part of the annual Data Confirmation and is also part of the New Student Registration packet. The Uniform Complaint Procedures are also available to parents on the district webpage. These documents are available in both English and Spanish. The document describes how any member of the district learning community can file a complaint when there is an alleged failure to comply with the state or federal laws. Procedures to address these types of concerns follow state and federal guidelines about deadlines and protocols.	• District website • Uniform Complaint Procedure Brochure • Registration Packet
At the site level, if a member of the public has a concern, they are directed to the person responsible for the area of concern. If the issue is not resolved with the staff member directly, then site administration supports a resolution that is reasonable and timely for all parties involved. These concerns are shared through emails, telephone calls, letters, or in person. Staff can seek out assistance for complaints and conflicts by talking to an Assistant Principal, Principal, Union Representative, district personnel, and/or the Superintendent. The Principal and Assistant Principals have open door policies; they readily meet with parents, students, faculty, and staff to address concerns. Department leaders also take concerns to the Instructional Leaders meetings.	• Emails • Office Sign-in sheets • Employee Handbook • Meeting notes • Open door policy • Instructional Leader Meeting Agenda

Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Broad-Based, Inclusive, and Collaborative

Evaluative Statement
Bellflower Middle/High School is somewhat effective in the school's broad-based, inclusive, collaborative planning process and continuous improvement cycle. The school assesses data to determine student needs and collaboratively determines and implements strategies and actions to improve. However the school needs to create a more effective system to monitor results of all data available, not just state testing, and determine the impact on student success.

Findings	Supporting Evidence
Bellflower Middle/High School has a regular and calendared sequence of events to review student data and action plan. This ensures that refinements are made to support student achievement. On Mondays teachers will break off into smaller teams to analyze data and determine the quality of instructional practices. Teachers adhere to state standards when applying data analysis and adjust instructional practices to maximize student learning outcomes.	• PLCs/Crew Meetings • PTA meetings • Bellflower instagram and main website to relay information to students, parents and faculty • Aeries monitors student results • Back to school Night/Open House ad Navigation Night • SchoolCity • Co-teaching model
Our school is committed to broad-based, collaborative planning. The staff members work in PLCs by subject and grade level (Crews). Monday's are late start days at Bellflower Middle/High School; classes begin at 10:00 AM. Monday mornings are dedicated to staff, department, or crew meetings on a rotating schedule. In these meetings staff members collaborate, create lesson plans, common assessments, pacing guides, analyze data, and reflect on student's academic needs and strengths. Conference periods are also used as needed for planning, grading, and data analysis.	• PLC Meeting Schedule • Department Meeting Agenda • Crew Meeting Agenda • Pacing guides • Common units and assessments • Student work samples
PLCs and staff review grades in order to make sure that students who need help are getting the help they need. Through our online grading system, AERIES.net/ABI Bellflower Middle/High School has a clear system and procedure that supports, monitors, and reports student achievement to all educational partners. Since the school closures, all teachers also utilize Google Classroom to ensure every student has access to the curriculum on and off campus.	• AERIES.net/ABI gradebook • PLC meeting minutes • Teacher's google classroom
The School Site Council (SSC) meets monthly to address and discuss the needs of students. SSC focuses on the Single Plan for Student Achievement and makes adjustments to the plan to improve student achievement of the standards and SLOs. The plan is submitted to the Board of Education for approval.	• SSC meeting agenda • SSC meeting notes • SSC sign-in sheets
Students also take a role in planning extra-curricular activities. Through the high School ASB and middle school ASB programs, students actively plan assemblies, rallies, dances, and community service events. Students at BM/HS also plan activities through clubs and organizations on campus. Fall Fest, spirit weeks, BUC Blast Off, and lunch rallies for sports programs are just a few examples of events on campus.	• Activities Calendar • ASB list
The Bellflower Middle/High School Safety Committee is designed to ensure the safety of the school. The committee helps to create the safety plan. Evacuation drills, earthquake drills and fire drills are conducted regularly throughout the school year.	• Safety Plan • Safety Committee meeting calendar • Safety Committee meeting minutes • Safety Committee meeting sign-in sheets • Evacuation Maps • Fire drill calendar
Parents, Teachers, and Students are involved in PTSA and School Site Council and help to make decisions and plan how funds will be allocated on campus.	• PTSA member list • SSC member list

School Action Plan/SPSA Correlated to Student Learning

Evaluative Statement
From the evidence and findings in the above indicators the school is effective in aligning the action plan/SPSA to the District LCAP. Through the various programs mentioned above, which includes coursework for academic and career driven students, professional development and training for staff and faculty, as well as many resources available for utilization, this site has adequate references to determine its effectiveness in this area.

Findings	Supporting Evidence
Bellflower Middle/High School's Single Plan for Student Achievement (SPSA) is directly correlated to the analysis of student achievement data. The plan addresses how funds provided will be used to improve academic performance of all students. The SPSA integrates the purposes and requirements of all state and federal programs in which the school participates. Bellflower Middle/High School faculty and staff use data from the SBAC testing, as well as in class assessments, district benchmarks, and common assessments to assess achievement and guide future planning. Additionally the SPSA is created after analysis of the district's LCAP each year. Professional development opportunities are provided for teachers through the school site and district. These professional development opportunities are offered to help introduce new techniques and improve practices to ensure success for all of our students. The leadership team and teachers collaborate and receive requests for professional development based on student and staff needs.	• Department meeting agenda • Department meeting minutes • PRIDE Matrix • SLO whiteboard magnets • Teacher lesson plans that guide students achievement of the SLO's • Direct Interactive Instruction • Thinking Maps • English Language Development Training • Peer observation requests • School Site Council Agenda • School Site Council Request affidavits • Department wish list • Career and Technical Education (CTE) • Courses Offered
Resources are allocated to support student achievement of the SLOs, Common Core State Standards, and NGSS state standards. Each department can submit a request for needed equipment, supplies, materials or any other resources to the Principal. The Principal is responsible for evaluating where there is a need for funding in order to ensure school wide success. He then meets with the Superintendent to collaboratively determine where funds need to be allocated. The plan must then receive Board approval.	• Department Meeting Minutes • Department meeting agenda • Purchase order requests • Supply order request • Emails
Our school has implemented new CTE pathways to ensure that every student has the opportunity to be career or college ready. This implementation is directly correlated with our SPSA and LCAP. Through the Career and Technical Educational courses, students gain work experience. Programs such as, Introduction to Health Careers and Culinary Arts, allow students to explore other interests and give them options in their post-high school endeavors.	• Master Schedule • Curriculum Handbook • Course Description • CTE Pathways Poster • Skills USA participation list • Teacher Syllabi • PLTW Training • CTE department meetings • CTE department meeting minutes and agenda
The development of the Schoolwide Learner Outcomes (SLOs) are directly correlated to the analysis of student achievement data. The SLOs were last updated in the 2021-2022 school year, our first full year back on campus after the school closures. In revisiting the SLOs last spring, the staff examined benchmark exams, SBAC scores, and common assessments to determine if the SLOs were still relevant expectations. Staff felt that with the development of our Positive Behavior	• SLOs • Staff meeting notes • Staff meeting agenda

Interventions and Systems (P.B.I.S.) program the SLOs should be embedded into the P.R.I.D.E. matrix.	
Bellflower Unified School District and school provide paid Beginning Teacher Support and Assessment (BTSA) Induction. Through BTSA, new teachers are mentored by experienced teachers who help them acquire new skills and best practices. BTSA support providers also help new teachers hone their teaching skills, plan lessons, and create classroom management plans.	● BTSA meeting agendas ● BTSA sign in sheets ● BTSA meeting minutes ● BTSA teacher portfolios
The Principal has also provided release time for teachers to observe their peers. Teachers can learn from others and see Strategic Interactive Instruction (SII) techniques, the use of Thinking Maps, the use of technology, or other teaching strategies. To participate, any teacher may request a substitute teacher and submit his/her request to the Principal for approval. This time allows teachers to reflect on their own teaching practices and how to incorporate such practices into their own teaching.	● Substitute Request form ● Classroom Walkthroughs

Collective Accountability to Support Learning

Evaluative Statement	
Based on this evidence Bellflower Middle/High School is effective in demonstrating collective accountability to support learning.	
Findings	**Supporting Evidence**
The allocation of resources supports the implementation, monitoring and accomplishment of the Single Plan for Student Achievement. Final goals are shared with the entire staff at staff meetings where additional input is taken to the School Site Council meetings. All information is taken into account and the School Site Council decides how to use the allocated funds within the action steps of the plan. The plan then goes before the School Board for approval.	● SPSA ● Staff Meeting Agenda ● SSC Meeting Agenda and minutes

Internal Communication and Planning

Evaluative Statement	
These ways of communication have proven highly effective as there are multiple avenues for all involved to access the information as well as be able to share it through the right channels.	
Findings	**Supporting Evidence**
Communication between the school, staff, faculty, and students is consistent throughout the campus at Bellflower Middle/High School. Multiple means of communication between students and counselors is available, such as using QR codes to contact the counselor. Th school campus provides information in the form of daily announcements, emails from the school/district, and a website. Staff meetings are held every Monday to evaluate and review the effectiveness of the systems that support student learning and all other internal communication deemed necessary. Regular PLC meetings are held within subject areas to ensure consistent planning time, and any differences among staff members are handled directly by administration in a timely and professional manner. All staff meetings, department meetings, and grade level crew meetings are rotated through the month.	● Daily Announcements ● Google classroom ● Clubs and other meetings to relay information ● IEP meetings ● Remind! App ● Open House/Back to school Night ● ASB leadership ● QR codes for social-emotional support ● BUC TV/BUC news

Students are aware of daily happenings on the campus, and instructors are provided physical, verbal and electronic announcements throughout the day. Twice a week there is also BucNews through a channel where information is disseminated. Google Classrooms and social media are also utilized to share information with students and families.	• PLC meeting minutes • Morning Announcements • Grade Level Google Classrooms • Blackboard Messages • Facebook posts • Instagram posts

Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

Evaluative Statement
The school is effective and has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
All employment policies are based upon federal, state, and district requirements. Teachers are expected to be highly qualified in their subject area and to meet the High Qualified Teacher standards, when appropriate.	• District hiring procedures • Principal Interview • Executive Director, Instructional Personnel Interview
When there is a staff need at Bellflower Middle/High School, the initial screening process takes place through the Office of Instructional Personnel. Once potential candidates have been identified and screened, these candidates are then interviewed at Bellflower Middle/High School. Interview panels are usually composed of the Principal, Assistant Principals, and other teachers in that content area. Teachers are involved in constant conversations between the Principal, Assistant Principals, department leaders, and teacher prospects about Bellflower MS/HS's expectations and commitment to the school's mission and vision, PLC collaboration, and various instructional practices.	• District hiring procedures • Principal Interview • Executive Director, Instructional Personnel Interview • Interview Panel • Interview Questions • Interview Panel member notes
Bellflower Unified School District provides beginning teachers with Beginning Teacher Support and Assessment (BTSA). Through BTSA, new teachers gain the support and guidance of experienced teachers as well as the opportunity to clear their credential.	• BTSA meeting agendas • BTSA sign in sheets • BTSA meeting minutes • BTSA teacher portfolios
Probationary and temporary teachers are evaluated by an administrator three times every year until they become a permanent unit member. Once a teacher becomes tenured/permanent, they are evaluated every other year until they reach their fifteenth year in the school district. After their fifteenth year in the district, permanent teachers are evaluated every five years. Evaluation policies and procedures are part of the teacher contract.	• BTA contract • Evaluation List • Classroom walkthroughs • Formal Observations • Administrator observation calendars
All of the teachers on the campus of Bellflower Middle/High School meet the requirements to qualify as a Highly Qualified Teacher under ESEA legislation. Teachers regularly participate in professional development to improve and keep up to date on latest practices and educational research. Many teachers continue to improve their practice by continuing their education through universities and online programs.	• Staff List • Staff Credential List
Teachers work together in subject and grade level PLC's. During PLC meetings as well as during their own time, teachers work together to maximize their strengths and	• PLC meeting minutes • PLC meeting agenda

improve instruction.	● PLC sign-in sheets

Professional Development and Learning

Evaluative Statement
Bellflower Middle/High School is effective in supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate the learning of all students and the achievement of the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Bellflower Unified School District has offered professional development throughout the year. Due to the pandemic and shortage of substitute teachers, all workshops are offered after school or online which may have affected participation. BUSD sends out surveys asking for teacher input into types of PD teachers would be interested in, however, there was not an option for teachers to make suggestions outside of the district's predetermined topics during the school closures. Now that we are back in person, teachers have the opportunity to give input on professional development based on teacher, department, and student needs.	● End of workshops surveys indicate they are generally effective ● Calendars, Agendas, and handouts ● After School and Summer PD: attendance is compensated ● Attendance sheets ● Agendas ● Minutes ● handouts/notebooks ● Use of SII strategies in classrooms across the campus. ● Thinking Map posters ● Absence Affidavits for trainings ● School Budget- funds set aside for PD
BUSD has adopted Strategic Interactive Instruction and Thinking Maps as district-wide initiatives to help close the achievement gap. Most teachers have attended a two day training about (SII) and (Thinking Maps) teaching strategies. All new hires are provided with training on Thinking Maps, and most have been trained on SII. BUSD is also in the process of training teachers in English Language Development strategies. Teachers have found these trainings useful in the classroom.	● End of workshops surveys indicate they are generally effective ● Calendars, Agendas, and handouts ● After School PD: attendance is compensated ● Attendance sheets ● Agendas ● Minutes ● handouts/notebooks ● Use of SII strategies in classrooms across the campus. ● Thinking Map posters ● Absence Affidavits for trainings ● School Budget- funds set aside for PD
BMHS has implemented the use of language objectives to support our ELD students.	● Language objectives posted in each classroom

BUSD has adopted and offered multiple trainings on new technology platforms.	- Feedback form - District Technology TOSA meeting schedule
Site administration has been extremely supportive of professional development. The Principal is extremely open to opportunities for individual teachers, small groups, and even entire departments. Teachers are encouraged to inquire about any professional development they are interested in. The Principal has done his best to fund and support teachers in any way that he can. Teachers may seek out relevant professional development opportunities and request for the workshop to be funded by the site. The school is also funding professional development opportunities through AVID that are offered to all teachers as after-school online workshops and a summer institute.	- Emails - Open door policy - Travel Conference Forms - SPSA/Budget Allocations - Requests for conference/Activity form
There is currently no formal process in place for determining the measurable effect of professional development, coaching, and mentoring on student performance. The staff is reminded to use professional development strategies gained through emails and conversations from the administration at staff and department meetings. There is a process of gathering information about professional development use in the classroom through classroom observations and Instructional Rounds; the administrative team conducts these with some regularity. Administrators use an online tool where they can submit observation data. The results are then discussed at administrative team meetings. The Principal guides his administrative team about discussions they can have with teachers about the implementation of our district-wide initiatives (SII, Thinking Maps, Lesson Structure and Sequence, etc.). Additionally teachers can use peer observations or PLC time in order to monitor their own development as it maintains toward PD strategies and student progress and performance, however, this is not a process that all participate in.	- Instructional Rounds - PD Surveys - Formal/Informal Observations - PLC agendas - PLC minutes - Peer Observation requests - Classroom Walkthrough
With the wide variety and scope of the district-wide professional development offered in the last few years, administrators are still refining their methods of monitoring implementation of professional development.	- Administrative Team Meeting Notes - Administrative Team Meeting Agenda

Measurable Effect of Professional Development on Student Learning

Evaluative Statement
Bellflower Middle/High School is somewhat effective in assessing the measurable effect of professional development on teacher practice and the impact it has on student performance. Professional development is attended; however, the school needs to create a system to intentionally show how the PD affects student performance.

Findings	Supporting Evidence
SBAC scores in 11th grade had been gradually improving up until 2019. Since the pandemic, both SBAC scores have stagnated, which is a statewide trend.	SBAC scores
Bellflower Unified School District has offered professional development to teachers throughout the district by sending out surveys asking for teacher input into types of PD teachers would be interested in, including an option for teachers to make suggestions outside of the district's predetermined topics. The teachers choose PD that are based on state standards, research-based instructional strategies, and/or district-adopted curriculum.	- District PD offerings - End of workshops surveys indicate they are generally effective - Calendars, Agendas, and handouts

	- After- school and Summer PD: attendance is compensated - Attendance sheets - Agendas - Minutes - handouts/notebooks - Use of SII strategies in classrooms across the campus. - Thinking Map posters - Absence Affidavits for trainings - School Budget- funds set aside for PD
All teachers attended a two-day training on Strategic Interteractive Instruction and Thinking Maps. BUSD is also in the process of training teachers in English Language Development strategies. Teachers have found these training to be effective. Though these strategies have not translated into the latest state testing numbers, these strategies are creating a foundation for students that will show growth moving forward. The school is also looking into re-training staff to re-engage teachers with the most current and up-to-date research-based teaching strategies. All science teachers have been trained in NGSS strategies to better understand how students should be learning science content from an "explore first, explain after" point of view. Science teachers have also been trained on their respective new adopted curriculum, Amplify Science (MS) and STEMscopes (HS). The district is working with science teachers to create common pacing and assessments at the high school level. Since the school closures, the integration and training of technology in the classroom has increased significantly. The district technology TOSA has training monthly on various technology programs and resources such as: Peardeck, Kami, Google Classrooms, IXL, Quizziz, and Google Forms for assessments.	- District PD offerings - End of workshops surveys indicate they are generally effective - Calendars, Agendas, and handouts - After-School and Summer PD: attendance is compensated - Attendance sheets - Agendas - Minutes - handouts/notebooks - Use of SII strategies in classrooms across the campus. - Thinking Map posters - Absence Affidavits for trainings - School Budget- funds set aside for PD

Supervision and Evaluation

Evaluative Statement
Bellflower Middle/High School is effective in implementing effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
Teachers undergo an evaluation process throughout their teaching career at Bellflower Middle/High School. Teachers are informed at the beginning of the year of their evaluation status and who their evaluator will be. Teachers have a pre-evaluation meeting with their evaluator, one to three observations, and a post evaluation meeting. Probationary and temporary teachers are observed three times a year, every year. Permanent unit members are evaluated every other year. After	- Teacher Handbook - Pre and Post evaluation forms - Emails regarding visits - Informal evaluation slips indicating what was

fifteen years in the district, permanent teachers with effective evaluations are evaluated every five years. However, the evaluator, if he/she believes the teacher is performing unsatisfactorily, may initiate the evaluation process at any time during the year upon written notification to the unit member, identifying the areas where improvement is needed.	observed and comments.
Evaluations are based on the California Standards for the Teaching Profession. Effective evaluations are defined as no ratings of "needs to improve" or "unsatisfactory" as defined in the Certificated Personnel Summative Evaluation Rubric Key. The final evaluation meeting highlights areas of effective and ineffective performance by the teacher and plans are then made, when appropriate, for improvement.	- Teacher Evaluations - Evaluation Procedures Administrator Handbook - Evaluation Process/Employee Handbook
District Personnel and administrators from the other secondary schools in the district participate in Instructional Rounds at least two times per school year. During the 2020-2021 and 2021-2022 academic years, the Instructional rounds were paused due to distance learning and the pandemic. During Instructional Rounds, teams of four to six administrators visit various classrooms on campus. Teams stay for 20-25 minutes in each classroom to get an in-depth look at a lesson in progress. Teams look for student work, evidence of Strategic Interactive Instruction, use of Thinking Maps, classroom environment and student engagement.	- Instructional Rounds - Instructional Rounds Calendar - Emails - Classroom Walkthroughs - Administrator Feedback
Administrators are expected to regularly visit classrooms. These visits are a chance for administrators to get out and visible on campus as well as to get a "snapshot" of what is happening in classrooms. While administrators are expected to visit classrooms, they are often prevented from doing so as often as they would like due to issues that arise. Because of this, some teachers may see more visits than others and some none at all. Due to the emphasis on English and Math, those classes are sometimes visited more frequently than those of other disciplines.	- Classroom Walkthroughs - Classroom Walkthrough Feedback Form

Communication and Understanding of School Policies and Procedures

Evaluative Statement
Bellflower Middle/High School is highly effective in implementing a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
Bellflower Middle/High School uses several different methods to communicate and disseminate information between the administration and the faculty. Meetings are held regularly on Monday mornings. The faculty and staff can meet as a whole staff, in PLCs, or Instructional Leader and Department meetings. During these meetings, the administration ensures that pertinent information is relayed to the faculty and any questions that need to be answered are done so immediately. BM/HS also uses technology as a way to communicate information to all staff members. Messages can be sent to all staff and faculty members from reminders about report cards and grades to student performances and sporting events. Administration also uses the app, Remind to send out important reminders or in the case of an emergency. Google Drive is used to share office and classroom forms with staff members. The school bulletin on Google Sites is updated periodically with important announcements about grading periods and school suspensions. Staff can also find	- Schedule given out during the first week of school for Monday morning meetings - Attendance Records - Meeting Agendas - Emails - Online faculty handbook-updated annually - Through PLCs, creation of pacing guides and some common assessments - Roll sheets for meetings - Bellflower Middle/High

information regarding Strategic Interactive Instruction, the Monday Staff Meeting schedule, testing dates, the bell schedule, and the snack supervision schedule on the bulletin site. The employee handbook is also updated yearly and loaded onto the bulletin for easy reference.	● School website ● School bulletin
Teachers turn in copies of syllabi for each course they teach to administration. Copies of these are housed in the high school counseling office and the middle school office in case counselors need to refer to these documents during parent conferences or student conferences. Moving forward teachers will also submit, pacing guides, and common assessments in addition to their course syllabi.	● Course Syllabi ● Course Pacing Guides ● Counselor Notes

Resources Criterion

Resource Allocation Decisions

Evaluative Statement
The school is effective in the decisions about resource allocations and connecting those allocations to the LCAP and SPSA. The school gives all educational partners the opportunity to give input on the resource allocations in various ways.

Findings	Supporting Evidence
The District's LCAP is based on the previous year's funding, Local Control Funding Formulas, and the perceived needs of the entire district. It is within this budget that Bellflower Middle/ High School gets its general purpose funds for the year. Each year the district Superintendent meets with the Principal to discuss the year's allocated funding and the school's goals, vision, and mission for the funding. This budget allocation is merged into the Single Plan for Student Achievement (SPSA). As a result, SPSA related goals and student needs are funded by the district LCAP. At that time and in subsequent meetings, the Principal and Superintendent discuss other funds and resource allocation needed to meet the school's mission and vision and continue to improve student achievement. The suggestions made by the Principal to the Superintendent for funds is based on the recommendations and input from all educational partners on what is needed for students to improve school wide learner outcomes. This ensures that both administrative leadership and staff members participate in the resource allocation process. Identified needs and monetary allocations from the district LCAP are transferred to the school SPSA. This is an intuitive process as district goals should be aligned to school needs, and school goals should be aligned with district funding. The BM/HS SPSA targets specific populations and subgroups for academic improvement or additional support and resources. Expenditures in the budget are directly related to these three areas targeted for improvement; increased test scores in all areas and in all subgroup populations, increase the number of students completing A-G requirements, and increase family involvement. Budgets for Math training and interventions and programs to help both Math and ELA teachers analyze data are all accounted for in the budget. Items such as professional development and additional support staff are also included in the budget, which are designed to target students who are struggling and need interventions in Math. The budget as a whole shows good allocations and auditing of	● Professional Development ongoing ● Chrome Carts purchased ● Continued use of projectors, screens, and sound systems in every classroom ● Google Classroom ● Google Meet ● Canvas ● ASU (Arizona State University) ● CaliforniaColleges.edu Pilot ● Subscriptions to Sightreadingfactory.com ● Subscriptions to Soundtrap.com ● Subscriptions to SightReadingFactory.com ● Jetpacks ● Teacher Tablets ● ELA workshops held ● California Math Conference attended by Math teachers ● Library books updated ● Continue use of PD for "Civic Initiative" concepts ● CTE - dollars have been invested for woodshop, medical assistant, culinary arts, textbooks, new equipment.

resources designed to help specific student populations mentioned in both the SPSA and LCAP. Aside from the input that all educational partners offer to the development, General Funds and LCAP dollars are allocated to the school site by Bellflower Unified School District. Department chairs have in the past submitted wish lists to the Principal. The Principal, after a discussion with the department chairs about rationale for the resources, can allocate sections of categorical funds from the school's budget to be used to support specific department needs. Currently the process is more simplistic. If specific resources are needed by a staff member to drive educational instruction and improve student outcomes, then a discussion for the request with the Principal is all that is needed. Generally speaking, the Principal is eager to financially support all staff members if the goal is to improve student educational and social or emotional outcomes. The changes in both the funding process and how resources can be used by administrators has had a positive effect on Bellflower Middle and High School. The resources are more directly used to benefit students and are driven by observations and data by both administrators and teachers. PLC discussions and communication between administrators and teaching staff help determine the best use of financial resources to impact student outcomes. The impact of effective resource allocation can be seen in the development of the new CTE pathways, the purchase of two new state of the art labs in Health Science, Engineering, and Robotics, the creation of a woodshop elective, improvements to all computers in the library, painted murals and motivational statements in student walkways, the improvements to the College and Career Center, purchasing five Chrome-carts available for student use in the classroom, the improvement of LCD projectors and projector screens, the purchase of Viewsonic smart boards, increased PD opportunities for all teachers who ask and specifically for teachers in the ELA and Math departments, purchasing of UCI math, TurnitIn.com, Edlio, and other Internet Resources to drive student instruction. All of these improvements show a concerted effort on the part of all school leadership and staff to improve student instruction by multiple means and practices. All purchases are made to be aligned with either district, school, or department goals which in turn are done with the school's mission, vision, and SLOs in mind. Bellflower Middle and High School understands that in order to maximize student outcomes in all subgroups, purchases and the allocation of resources must be guided by the students' educational needs.	• APEX continued expansion • Mrs. Ellis's career tech classes were added on campus • Mr. Bean's Theater Production classes added (ended 2021-2022 school year) • Chromebooks added to classrooms; Students also have chromebooks available to take home (2:1 school) • WIFI and routers were upgraded schoolwide • College and Career readiness program

Practices

Evaluative Statement
There are clear processes and practices in place for developing an annual budget, conducting an annual audit, and business and accounting practices. Bellflower Middle/High School is highly effective in this area.

Findings	Supporting Evidence
Bellflower Middle and High School is funded under the new Local Control Funding Formula. It receives both supplemental and concentration grants to improve student outcomes in addition to the base grant. The school also receives Title I funding. This grant requires that the money be spent specifically on certain student services;	• LCAP • SPSA • Board Minutes • Mission and Vision

these funds are more restrictive.	Statement ● School Purchase Orders
To manage the different grants and funding, the district set up a Microsoft Excel spreadsheet with different tabs running along the bottom that indicate the grant amounts and the allocation the schools are receiving; this is the school's working budget. All educational partners can offer input and advice on the LCAP budget process through multiple meetings and email opportunities.	
The LCAP budget is finalized each year during a June School Board meeting which is open to the general public. After the approval of the LCAP, the school's SPSA is written based on the district-created goals and funds allocation. Both the LCAP and school SPSA are available to view online for anyone interested.	
The budget is directly connected to both the strategies and action steps for the school as it is directly aligned with the Bellflower Middle/High School SPSA. Both documents, the budget and the SPSA, are on the same set of Excel spreadsheets. Having the information all in one place enables the school to see how SPSA site goals are directly connected to how the budget is allocated and which funding category is used to achieve the specific SPSA goals. This setup is a strength of the overall budget of Bellflower. Furthermore, it ensures that the funds are used appropriately and monitored consistently in order to ensure the funds go to the areas needed most.	
The Bellflower Middle/High School budget is well put together in terms of its readability and usability. The document is a working document in Excel where administrators and clerical staff can input payments of specific categorical funds, showing great care for resource allocations. The school likes to maintain transparency with the public about how they are funding certain programs.	
The Bellflower Middle/High School SPSA goals are connected to the LCAP. Therefore expenditures in the budget are directly related to these three areas targeted for improvement; increased test scores in all areas and in all subgroup populations, increase the number of students completing A-G requirements, and increase family involvement. The budget as a whole shows the effective allocation of resources designed to help specific student populations mentioned in both the SPSA in LCAP.	
Department budgets and resources are traditionally allocated based on teacher requests for supplies and training to their department chairs. The department chairs take these requests to the Principal. The Principal would then allocate resources appropriately based on a need versus want system. The LCAP and SPSA funding allocation has eliminated this need. Basic supplies (pens, paper, ink, art supplies, Expo markers, etc.) are available to teachers as needed. Additional supplies, or equipment can be purchased by the school through a discussion between staff and administrator. Essentially this is done through verbal communication where a staff member will discuss rationale for funds for a specific item. If the purchase is determined by the administrator to be in the best interest of student learning, then the item will be purchased through the proper channels using the appropriate funds.	

Facilities Conducive to Learning

Evaluative Statement
The school's facilities are effective and safe, functional, well-maintained, and adequate to meet the students' learning needs and support the school's educational program.

Findings	Supporting Evidence
Bellflower Middle/High School's facilities support the school's vision, mission, SLOs, educational program, and the health and safety needs of students. During the 2020-2021 school year, wifi routers were upgraded prior to hybrid teaching to ensure reliable connections to Google Meets while on campus and to allow for more bandwidth heavy online tools that the teacher and students incorporated into the curriculum during virtual learning. All classrooms are equipped with Chrome-carts, wall or ceiling mounted LCD projectors, document cameras, and pull down projection screens. All teachers have also been provided with laptop computers, HD hubs, and wireless projection accessories. In addition, smart boards were purchased for every classroom for the 2022-23 school year.	- Upgraded WIFI in all classrooms - All teachers provided laptops, HD Hubs, LCD's, Projection screens - Chrome Carts for their classroom - Students provided chromebooks to use at home. - All students have email accounts - Upgraded Air-conditioning/heating systems - Staff payroll - phones in classrooms - Evacuation Maps - Emergency Drill Plans - Marquee in Front of High School Entrance - PBIS Matrix - PBIS Murals on Campus
Over the past three years, the school has become 2:1 with Chromebooks for students. Chrome-carts have been provided for each classroom and Chromebooks have been checked out to each student to use at home. Jetpacks (wifi hotspots) are also provided to students who do not have access from home. In addition to the Chrome-carts, there are six computer labs available to teachers. All students have been assigned a school email account and can use their email accounts to access their files on the school server on any computer on campus.	- Chrome Carts - SPSA
There are air-conditioning and heating systems present in all classrooms which were upgraded in 2021-2020.	- Classroom Observations - Work Orders
The Cisco phone system we use allows for messages to be left on voicemail for individual staff members rather than receiving handwritten messages in mailboxes regarding parent phone calls. The Cisco system also allows for teachers to make calls from their classrooms without having to contact the school operator to gain access to an outside line. All teachers have the capability to call 911 from their classrooms in the case of an emergency.	- Classroom Phones - Staff Handbook
There are four security guards and a probation office on campus. Security is equipped with radios and golf carts so that they can respond quickly to any call for assistance.	- SPSA - Safety Plan - Snack Duty/Supervision Schedule
Bellflower Middle/High School has two part-time health assistants that work in the Health Office. The health assistants help with emergency calls, make parent contact, and help administer student medication. Bellflower USD has a district nurse that is available to answer questions or concerns at any school site. The district nurse	Health Office Sign-In Sheets

maintains contact with the health assistants and provides guidance as necessary.	
During the COVID-19 school closures and hybrid learning, Bellflower Middle/High School followed CTC guidelines, the Los Angeles Department of health guidelines, and Bellflower Unified School District guidelines to ensure all students and staff were in a safe environment for learning.	• COVID-19 protocols
Emergency evacuation maps are posted in all classrooms and common areas. Students and staff run regular fire and evacuation drills to prepare in case of an emergency. The Lockdown Drill is part of our yearly safety procedures.	• Evacuation Maps in Classrooms • Employee Handbook • Safety Plan • Memos to teachers
Our Marquee, located in front of the school, displays pertinent information to students and parents about school events, recognizes excellent students, and shares additional messages of Buc P.R.I.D.E..	• School Marquee • Marquee Announcement Request
With the leadership of our new Dean of Culture and Climate, the school is revising and updating PBIS policies and practices to increase effectiveness. Staff and students continue to work collaboratively to enhance the values of P.R.I.D.E.: Positivity, Respect, Integrity, Dedication, and Excellence. Murals are in the process of being painted in several student areas that embody school and self P.R.I.D.E.. A new announcement speaker system was installed for the 2022-2023 school year to address concerns that some of the rooms with broken or malfunctioning intercoms could not receive emergency messages and/or be able to hear fire alarms or lockdown alarms. Now, all classrooms and outdoor areas are working, connected, and can hear all announcements and bells campus-wide. It is also easier for administrators to access the system as they can use any telephone on our network to provide an announcement rather than have to use a stationary access point in the main office. Minga, a student engagement platform, was adopted to provide students with digital hall passes and ID cards as well as opportunities to use the system to aid in club events.	• PBIS Student Workbook • PBIS Posters • PBIS Messages/Murals • PBIS Videos/Bellflower Student Announcements • New speaker/announcement/clock system • Implemented digital hall pass/student engagement platform with Minga Apps

Instructional Materials and Equipment

Evaluative Statement
The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials at Bellflower Middle/High School are effective.

Findings	Supporting Evidence
All instructional materials that belong to the school can be checked out via the library. These materials are barcoded by the library staff and are checked out to teachers. An electronic record is kept of all materials checked out to a teacher. Teachers are not required to turn in all checked out items at the end of year; however, they remain responsible for any loss or damage.	• Through librarian, request materials (2 books - home/class) • Williams Posters in Classrooms • End of year textbook check • If short, borrowed from source until replaced • Department chairs request materials from principal (works well)
A classroom set of textbooks is checked out to each teacher based on the class	• End of the Year Textbook

being taught. Teachers are responsible for maintaining these textbooks in their classrooms. Textbooks are not turned back into the library at the end of the year. Instead the library asks teachers to verify that they are still in possession of the textbooks and materials checked out to them. Teachers may request replacements for textbooks if they are missing or damaged.	Certification ● Textbook Certification ● Library Circulation Records
Digital textbook adoption for Science was completed in the 2020-2021 school year, and Social Science began their adoption process in Spring of 2022. BUSD selects textbooks from the state approved textbooks/textbook companies. Each school site selects representatives to sit on the textbook adoption committee. The textbook adoption committee reviews each textbook (many times via a presentation by the textbook company). After careful review and discussion of the textbook and its correlation to the standards, a textbook committee chooses a textbook.	● Emails ● Textbook Adoption Committee List ● Textbook Adoption Committee Agenda ● Textbook Adoption Committee Meeting Minutes ● Professional Development Calendar ● Library Circulation Records
Issues with laptops, desktops, and the internet can be resolved by submitting a request via a Technology Service request on Google Sites.	● Technology Service Request Forms
Teachers sign the William's Law statement every year, and our reporting of maintenance and repair of equipment is efficiently done through online work orders, technology requests, and library material requests.	● Williams Act Posters ● Teacher Signature Page

Resources for Personnel

Evaluative Statement
The school is effective in using resources available to enable hiring, nurturing, and ongoing professional development of well-qualified personnel for all programs.

Findings	Supporting Evidence
BM/HS uses the LCAP and SPSA as resources to hire, nurture, and provide ongoing professional development for a well-qualified staff. Specific money is set aside using both supplemental and concentration grant funds to hire additional staff, increase support staff, upgrade and enhance educational equipment, improve facilities and provide professional development or in-service training. Typically, hiring usually comes from the General Fund. The administrative staff works closely with the district to ensure that resources are used to foster an environment where teachers are hired appropriately, nurtured, and provided a level of support and professional development that allows them to continue to be a well-trained and highly qualified staff.	● CTE professional development workshop ● BTSA - new teacher monitoring ● Online Child Abuse certification
We recognize the importance of offering professional development for all classified and certificated staff members. Professional development for all certificated staff members has increased due to changes in curriculum, staff movement within the school, and the hiring of new staff based on school site needs.	● Professional Development Calendar ● Emails ● Professional Development Sign-In Sheets ● Substitute Teacher Requests ● Travel/Conference Forms
BM/HS continues to support beginning teacher development by enrolling them in and paying for the Beginning Teacher Support and Achievement (BTSA) program. The school also provides a one-on-one master teacher/support provider for every teacher	● BTSA Induction Newsletter ● BTSA Support Provider List ● BTSA Participating

enrolled in the program to guide them through the process, offer advice, and nurture the growth of the newly hired staff member.	Teachers List ● BTSA Leadership Team Meeting Notes ● BTSA Leadership Team Meeting Agenda ● BTSA Leadership Team Meeting Calendar
BM/HS has teacher-created and administrator-supported nurturing and professional development resources. This can be seen in the implementation and use of PLCs. Teachers, staff, and administrators have worked to create a culture of respect at our school. This has allowed teachers to work better together by sharing resources, analyzing data to improve teaching practices, and team collaboration. The teachers themselves share their own resources and provide support to one another through PLC collaboration time. Teachers have embraced this grouping and have found it a great way to collaborate. Since the inception of PLCs, staff collaboration has increased, assessments and pacing has become more streamlined, and teachers actively discuss with their colleagues how to improve their teaching practices in most departments.	● PLC Meeting Schedule ● Teacher-created Common Assessments ● Teacher-created Common Pacing Guides ● PLC Meeting Notes ● PLC Meeting Agenda

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

The three preliminary major student learner needs based on the school's student/community profile is to improve student achievement in ELA at all grade levels and population subgroups, improve student achievement in math in all grade levels and population subgroups, and increase the amount of students meeting A-G requirements. Additionally, based on focus group A's evidence the school needs to improve on ensuring that all educational partners understand the purpose of the school's vision, mission, SLOs, and district LCAP, increase engagement of educational partners in the decision-making process, and create a system to gather data that shows how the professional development offered and attended affects student performance.

Based on our findings Bellflower Middle/High School needs to continue to address Goal 1 to create a safe and secure learning environment by improving educational partners' understanding of the school's vision, mission, and SLOs. One strategy to accomplish this is to create days focused on the schoolwide learner outcomes at the beginning of the school year to increase understanding of the school's vision, mission, and SLOs then analyze the data from schoolwide learner outcome activities to determine educational partners' understanding of the school's vision, mission, and SLOs. Goal 2 in the schoolwide action plan/SPSA is to provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready. Specifically with focus group A's findings, the school needs to create a system to gather data that shows how the professional learning offered and attended affects student performance in ELA, Math, and progress towards meeting A-G requirements. One next step is to continue providing opportunities for professional learning to increase ELA and Math Scores, but also invest in professional learning that focuses on literacy and math strategies across other core classes such as Social Science and Science that is research-driven and proven to increase student achievement; this is found within the school's SPSA Goal #2, Strategy #1. Another next step for counselors to continue to create an academic plan for ninth graders and meet with students at least five times a year and review their high school plan. In addition, having counselors that are only responsible for and overseeing only one grade level as opposed to past years where they were responsible for a last name group will help increase the amount of students that meet A-G requirements.

Areas of Strength

1. The school has a clearly established mission, vision, and schoolwide learner outcomes, and it is aligned with district goals for students.
2. There are opportunities for educational partners to participate in the decision-making processes in all areas of governance at Bellflower Middle/High School.
3. The school has multiple means of communicating policies and procedures to all educational partners.
4. The school allocates resources based on LCAP and SPSA goals to increase all student achievement.

Areas of Growth

1. Bellflower Middle/High School needs to improve on ensuring that all educational partners understand the purpose of the school's vision, mission, SLOs, and District LCAP.
2. Bellflower Middle/High School needs to increase engagement of educational partners in the decision-making process.
3. Bellflower Middle/High School needs to create a system to gather data that shows how the professional learning offered and attended affects student performance.

CATEGORY B
CURRICULUM

Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

Evaluative Statement
Bellflower Middle/High School is effective in providing a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards in all content areas. The school is constantly updating and revising the master schedule and courses offered to meet state, local, and district requirements as well as student interest.

Findings	Supporting Evidence
Math, English Language Arts, and Social Science are aligned to the California Common Core State Standards. Science courses are aligned with California's Next Generation Science Standards. All courses are A-G aligned.	- Common Core State Standards - A-G Requirements - College Board/Course List - BUSD District Standards - AP Exam Results - SBAC Results - Course Pacing Guides
English The English Department adopted McGraw Hill StudySync in 2017 as the primary text and curriculum. The AP Language and Composition course adopted The Language of Composition 3rd edition for the 2019-2020 school year. All students experience a core of literature at each grade level including our ELD and SPED students. Our department found this to be rigorous, relevant, and effective. English 100 Dual Enrollment through Cerritos City College is taught by a BHS teacher here on our campus. The course offers students an opportunity to earn dual credit for senior level English and transferable college credits for freshman level English. We are in the process of expanding our ERW course offerings into eleventh and more twelfth grade classes as well as including more informational texts into the curriculum at different grade levels. The ERW curriculum was developed by the Cal State School System in order for students to be better prepared for college. As we move toward expanding course selections, we will continue to review how course selections and course offerings provide alignment with learner outcomes and career readiness.	- Master schedule - Course offerings - Course descriptions - Student schedules - McGraw Hill StudySync - ERWC; Research, Evidence and Evaluation and Scholarship on ERWC - AP Teachers (Mr. Smith and Mrs. Darling PD Training Conferences through APSI (AP Summer Institute) - Language of Composition 3rd Edition (BFW)2017
Math The Math Department has incorporated IXL diagnostic and algorithmic curriculum to support the use of our main curriculum Big Ideas Math. IXL has been used to provide appropriate skill-based problems to provide rigor and bridge the gap of students as needed. IXL use is research-backed to improve students' preparedness for state standardized assessments.	- Master Schedule - Course Offerings - Course Descriptions - Student Schedules - PLC/Crew Agendas - Pacing Guides - Math Common Assessments
Social Science Social Science is in the process of adopting a curriculum textbook. All middle and high school courses use the same textbook, and curriculum based on their content area: World History, US History, Human Geography, Government/Political Systems, Intro to Law, Psychology, and Economics.	- Master schedule - Course offerings - Course description - Curriculum Handbook - Student schedules

	- A-G Course List - Civics Project - Grade level common assessments & projects - Increased use of Google Classroom
Science All Science courses follow the Next Generation Science Standards. The NGSS standards are based on current scientific research ideology regarding the nature of science and most effective methods of learning. To enrich and apply learning in real-world contexts, we have science electives, Introduction to Health Careers and Medical Assistant in our CTE department. Science teachers meet with PLCs regularly to discuss and evaluate instructional methods that are effective in their subject areas. Professional development is ongoing to support the adoption of new science curriculum, such as Amplify and STEMscopes. Professional development is also provided to support integration of technology associated with online curriculum.	- Master Schedule - Course Offerings - Course Descriptions - A-G Course List - Pacing Guides - PLC/Crew Meeting Agendas - Next Generation Science Standards (NGSS) - Amplify Science Curriculum - STEMScopes Curriculum
RSP The Special Education Department ensures that all students who qualify for Special Education services receive an appropriate, relevant, standards-based curriculum with accommodations and modifications as outlined in each student's Individualized Education Plan (IEP). Mild to Moderate and Resource Specialist Program (RSP) students are mainstreamed in some or all of their courses. Moderate to Severe (SDC) students are placed in self-contained courses that are standards-aligned. A case manager is assigned to each RSP and SDC student to support and monitor their progress in meeting his/her IEP goals. Students with IEPs around the age of 16 years old have a transition plan in place that relates to college and career awareness.	- Special Education CST/CAHSEE results - Special Education IEPs - Case manager list for SPED students - Co-teaching schedules for Math and English
World Languages: All World Language courses follow the state standards and are aligned with the A-G requirements. Courses offered include; Spanish 1, Spanish 2, Spanish 3, Spanish 4, Spanish for Spanish Speakers 1, Spanish Speakers 2, AP Spanish, French 1, French 2, French 3, French 4. World Language in middle school allows students who pass with a "C" or better to receive one year of high school credit.	- Master Schedule - Course Offerings - Course Descriptions - Curriculum Handbook - A-G Course List
ELD The ELD Department is moving towards implementation of assessing formative and summative assignments and learning activities using a standards-based rubric that is based on the California ELD Content Standards. Each activity of learning focuses on addressing an essential standard stipulated in Part 2 of the CA ELD Standards. Furthermore, the ELD department is continuing to develop and improve upon a curriculum for Newcomers that better aligns with the ELA standards and the student's linguistic needs and modalities.	- Master Schedule - CA ELD Content Standards
CTE The CTE Model Curriculum Standards and Framework for the Industry Sector are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence. All CTE classes are A-G approved.	- California CTE Standards - A-G course list (Under the category "G") - Course Descriptions - Course Offerings - CTE Pathway Sectors - ServSafe Manager - ServSafe Food Handler - OSHA 10

Physical Education Physical Education courses follow and implement the CA Physical Education Standards. Teachers use a variety of materials to deliver content guided by the CA Physical Education Standards. Teachers use differentiated instruction and a variety of materials to meet student needs. Teachers are also incorporating some of the components of the Fitness Gram to help guide student learning. Physical Education teachers access other curricular materials and use a variety of apps to share curriculum such as Google Drive, Sheets, Slides, & Docs.	● CA PE Standards ● Fitness Gram ● Physical Fitness Testing ● Course Description ● Course Offerings ● Google Classroom ● Google Drive ● Online Resources ● Videos
Visual Arts Visual Art courses follow and implement the CA Visual Art standards. Teachers use a variety of materials to deliver content guided by the CA Visual Art Standards. Teachers use differentiated instruction and a variety of materials to meet student needs. Teachers are also incorporating some of the components of the National Core Standards.	● CA Visual Art Standards Link ● National Core Arts Standards ● A-G course list (Under the category "F") ● Master schedule ● Course offerings ● Course description ● Curriculum Handbook ● *Focus on Photography Textbook by Davis Publication* ● Student schedules

Academic and College and Career Readiness

Evaluative Statement
Bellflower Middle/High School is effective in having defined academic standards and college and career readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements. However, the school wants to have an increase in the number of students that complete a CTE pathway and meet A-G requirements.

Findings	Supporting Evidence
Our school offers courses and programs to assist students in meeting graduation and A-G college admission requirements. The school's Assistant principal of Curriculum and Instruction review's and creates the master schedule each year to create a balanced offering of rigorous, coherent, standards-based courses. Many different advanced placement courses are offered. CTE pathways and CalAPS courses have been created to increase student choice and access to courses that focus on college and career readiness. AVID (Advancement via individual determination) has been adopted on campus and focuses on getting students ready for college and career readiness by closing the achievement gap for all students. Students who struggle in middle school and do not meet promotion requirements as eighth graders are placed in a Success Seminar class as a ninth grader to assist them in learning skills and strategies that will increase student success throughout high school.	● Master Schedule ● A-G requirements ● College Board Approval/Course Audit

Counselors visit all high school students in either their Social Science or English classroom at least twice a year to explain course selection, graduation requirements, evaluate transcripts, and review A-G college admission requirements. The counselors give PowerPoint presentations and have created grade level packets. The meetings now also feature the use of the California College Guidance (CCGI) System which allows students to track personal interests and life goals into a system that gives them suggestions and requirements for future academic courses. Both the counselors and students are encouraged by the differentiation that this program offers the students. Additionally, counselors will try to meet briefly with each student one-on-one yearly in order to set up an academic plan for the following year. This meeting will ensure that students understand what is required of them in order to be college and career ready at the time of graduation.	● Counselor Meeting Notes ● Counselor PowerPoint presentation ● Curriculum Handbook ● Grade Level Registration Sheets ● Master Schedule ● California College Guidance System
Advanced Placement Courses All Advanced Placement courses and syllabi must be approved by the College Board to ensure they meet the highest standards of rigor. Teachers must submit their syllabus to the College Board at the beginning of the school year. AP teachers are highly qualified teachers and are given support through attending AP conferences if and when they are applicable to their growth. We believe that it is not enough to offer the course, but ensure the successful completion of the course and the passing of the AP exam in the spring. All AP teachers are actively supported by the administration through resource allocation and professional development. Since the last self-study, enrollment in AP courses has increased overall, and we would like to see an increase in the AP exam pass rate going forward.	● College Board Course List/Audit ● Course Syllabi ● Travel/Conference Forms ● Conference Materials
Dual Enrollment Program – Cerritos College In our continued partnership with Cerritos College, we offer Dual Enrollment courses to students. If students successfully complete courses, they earn both high school and college credits. Every semester we have the opportunity to offer Dual Enrollment courses based on student interest and need. Currently the only consistent class we have offered since 2017 is English 100, which is open to twelfth grade students. Other classes offered in the past include: Intro to Law and History of Rock. We are currently exploring the possibility of offering Economics 101.	● Course schedules ● Course Curriculum
Early College Academy (ECA) The Early College Academy is a partnership between Bellflower Unified School District and Cerritos Community College. The program gives students the opportunity to take Cerritos College courses that meet high school graduation requirements and earn college credit. Students will enroll in college courses during the regular school day starting freshman year. Courses taken through the Early College Academy are free. There is no cost for any of the courses or textbooks. BHS students will have the opportunity to save thousands of dollars on costly tuition, fees, and textbooks. Students in the ECA will have access to all of the Cerritos College's programs and services, including the library. Students can transfer directly to a UC or CSU campus having already met the general education requirements.	● Master Schedule ● Student List
California Advancing Pathways for Students (CalAPS) CalAPS is dedicated to developing and providing quality career technical education for students in high school to ensure they become successful, contributing college and career ready members within the global community. The program provides learning opportunities based on labor trends, local labor market, and student interests. CalAPS partners with local business, civic, and higher education to deliver a career technical education program which provides students experience for postsecondary education and/or employment.	● CalAPS schedule ● Course Descriptions ● Student Lists

Congruence with Student Learner Outcomes and Standards

<table>
<tr><td colspan="2" align="center">Evaluative Statement</td></tr>
<tr><td colspan="2">There is congruence at Bellflower Middle/High School between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college and career readiness indicators or standards in all courses offered.</td></tr>
<tr><td>Findings</td><td>Supporting Evidence</td></tr>
<tr>
<td>All courses are aligned with the concepts and skills taught, the schoolwide learner outcomes, academic standards, and college and career readiness indicators. We expect students upon graduation to be ethical decision makers, effective communicators, collaborative workers, critical thinkers, and quality producers.</td>
<td>

- PLCs
- Master Schedule
- Course Pacing Guides
- Course descriptions
- A-G course list
- Classroom observations
- Student work samples

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<td>Each day, teachers post a standard and learning and language objectives to clarify the learning outcomes for students. These are standards-based, and they integrate course standards and SLOs.</td>
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- Administrator classroom walkthroughs
- District instructional rounds
- District professional development on standards and learning objectives.

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English

All students complete a District Writing Assessment each semester. Essays are scored based on a uniform rubric that resembles the SBAC writing rubric. This information is then used to identify and reteach areas of weakness. Every year the English/ELD department takes two PD days to collaborate and score the DWA with other district secondary schools. During this time, teachers calibrate their scoring based on the district rubric and discuss strengths and areas of growth based on student needs and discuss strategies.

The English Department administers the NWEA Language test to all students each semester. Students are provided with immediate score feedback upon completion of the test. Teachers use NWEA test data to design, redesign, and/or reteach aspects of the curriculum. All teachers give the NWEA map growth, but more PD is necessary to begin to analyze and use student test data. The English Department has implemented SII (Strategic Interactive Instruction), and has uniform instructional strategies including ACE, TAGS, and ATDQPC terminology. Uniform posters hang in every classroom. These acronyms teach students how to write analytically by incorporating textual evidence.

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- Course Pacing
- Classroom observations
- Classroom Posters
- Student Work
- Scoring Rubrics

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Math

BM/HS Math departments incorporate the eight mathematical practices (http://www.corestandards.org/Math/Practice/) to provide a curriculum that prepares students with skills required for the 21st century. Students learn how to effectively communicate, reason, and justify the mathematical content. Teachers emphasize the mathematical process of problem-solving in conjunction with the end result.

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- Course Pacing
- Classroom observations
- Student Work
- Scoring Rubrics

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Social Science

All students grades 9-12 are required to complete at least one comprehensive civics project within their four years of social science. This project keeps our Civic Democracy School designation current with the state. This project is comprehensive, and includes a civic inquiry and investigative approach to civic learning.. This has 5

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- Course Pacing
- Classroom observations
- Student Work
- Scoring Rubrics

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major components.	
Science Three dimensional learning is promoted in science courses. Students focus on the eight science and engineering practices. These practices are built into the labs, assignments, and assessments of the science curriculum	● Course Pacing ● Classroom observations ● Classroom Posters ● Student Work ● Scoring Rubrics
World Languages The World Language Department incorporates the three competencies (Communication, Culture, and Connection) when creating a curriculum that prepares students with skills needed to be successful in our current culture. Students learn how to effectively communicate in the target language and acquire cultural knowledge of non-English speaking countries. Teachers provide opportunities for students to compare and contrast other cultures with their own and opportunities to use the target language in the classroom setting.	● Course Pacing ● Classroom observations ● Classroom Posters ● Student Work ● Scoring Rubrics
ELD ELD students develop cross-curricular academic and soft skills that translate into academic success in all of their classes, as well as in College and Career Readiness learning opportunities. Students also see the results of application of skills developed in ELD classes in their academic success in core classes, such as English Language Arts, History/Social Students, Science and math.	● CA ELPAC Assessment ● SBAC Assessments ● CTAP Assessments ● District Writing Assessment ● Career/Tech Courses ● Local Assessment, eg. Classroom
RSP Students with IEPs receive an Annual Plan Review yearly and a Three Year Eligibility Evaluation. The three year Eligibility Evaluation includes assessments to help determine if students are or remain eligible for special education services. The IEP generally includes yearly goals that are linked to academic standards. When students reach age 16 they also have agreed upon transition goals related to post secondary goals in the areas of career education and training. Students are assessed on goals and objectives from their IEPs.	● Student IEP's ● Student Transitional Goals
CTE The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.	● Industry partnerships ● Course Pacing guides ● Classroom observations ● Student work
Physical Education The PE department uses its teaching of different sports and benefits of exercise to teach students how to be effective communicators, collaborative workers, and quality producers with regards to the skills taught based on the CA Physical Education standards.	● Classroom Observations ● Curriculum
Visual Arts The Visual Arts department teaches students concepts and skills that are aligned to the curriculum and assessments to the CA Visual Art Standards and National State Standards. These concepts and skills are also connected to the schoolwide learner outcomes.	● Classroom observations ● Student work

Integration Among Disciplines

Evaluative Statement	
Bellflower Middle/High School is somewhat effective with integrating and aligning academic and career technical disciplines at the school.	
Findings	**Supporting Evidence**
Bellflower Middle/High School core classes integrate career explorations and connections to academic standards throughout the school year in various ways.	● Pacing Guides ● Classroom Observations ● Curriculum Resources
English The English and Science departments both integrate similar strategies for citing sources. The science department uses CER Claim Evidence Reasoning. Making a claim, providing the evidence, and explaining how the evidence backs the claim and the English department uses ACE. The History department also uses ACE to cite sources. We have worked as PLCs to share best practices but more time needs to be devoted to coordination and collaboration. Teacher scheduling between middle and high school has made formal PLC collaboration difficult. Concerns regarding PLC time have been shared with administration and they will look at expanding PD opportunities. ELD Department members have attended ELA PLC and Department meetings to collaborate on effective differentiation strategies needed to support English Language Learners. ELD teachers have participated with ELA teachers in evaluating and scoring The Fall and Spring District Writing Assessment.	● Classroom observations ● Student Work Samples ● PLC/Crew Meeting Agendas
Math Math and Science collaborate on how particular standards align over the various course offerings. As an example Math courses provide instruction on plotting rates of change in a two variable format with analyzing rates of change and making inferences that occur in both Math and Science courses. In teaching two way tables the Math department will refer to the science curriculum for DNA using punnett squares. Computer science will be a new course offered in the 2023-2024 school year. In computer science principles students integrate their mathematical knowledge to meet the CS standards.	● Classroom observations ● Student Work Samples ● Future Computer Science Pathway
Social Science History/Social Science teachers use strategies such as ACE the question, thinking maps, A-B partners, close reads, frayer models and Strategic Interactive Instruction, all of which are used in many other classes on campus.	● Classroom observations ● Student work samples
Science Science classes are focused on not only NGSS standards, but incorporate the California Literacy, ELD, and Mathematics standards as well. In addition to building literacy students are asked to cite sources to connect their reading or research to some writing assignments. We also reference "ACE the question" to connect students' learning with our scientific arguments (CER's).	● Classroom observations ● Student Work Samples
World Languages There is an integration of literacy skills that are cross-curricular among other subjects. Students are required to use annotating skills taught in English courses and apply them when reading authentic texts in the target language. Technology skills are also required when students are creating presentations that involve use of vocabulary words and grammar structures in the target language. Additionally, when learning vocabulary in the target language, students make connections to latin roots. When teaching culture from other countries, students are able to share their knowledge on the history of that country and how it relates to the target language.	● Classroom Observations

ELD ELD and English Language Arts educators collaborate to find common instructional timelines so that ELD students benefit from support in order to thrive in ELA classes. ELD students also explore and engage with academic topics that are relevant to technical and post-secondary academics, such as financial literacy, discerning career pathways by examining different career options, exploring the benefits of American civics, using statistical analysis to better understand a text, and support arguments. Students may apply to other course work, such as math and history.	● The Houghton Mifflin Harcourt E3D curriculum and McGraw Hill StudySync curriculum ● CA ELA and ELD Standards Framework and the College and Career Readiness Standards
RSP The RSP department bases the career technical disciplines on the academic standards, depending on the course, and co-taught classes students are enrolled in throughout the year.	● Classroom Observations
CTE There is collaboration between academic and CTE teachers, science, math and foreign language teachers. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).	● Master Schedule ● Classroom Observations
Physical Education Physical education connects and discusses sports and skills taught to medical careers and physical training courses on campus through conversations with students.	● Classroom observations
Visual Arts There is an integration of a variety of other subjects that are infused in the arts curriculum by creating, presenting, responding, and connecting. Visual Art teachers continue to decipher and research ways to instill critical thinking processes, hands-on activities, and lessons that provide students with artistic literacy skills.	● Classroom Observations ● Course Pacing Guides

Community Resources and Articulation and Follow-up Studies

Evaluative Statement	
Overall Bellflower Middle/High School is effective in engaging with many community partners and resources, articulating regularly with feeder schools, local colleges and universities, and technical schools. The school does not regularly use follow-up studies of graduates and others to learn about the effectiveness of the curricular program.	
Findings	**Supporting Evidence**
Bellflower Middle/High School holds a 6th grade articulation meeting amongst teachers to discuss curriculum and student strengths and areas of growth in order to close achievement gaps related to student achievement. Articulation meetings have been virtual the past 2 years due to COVID, 2022-23 school year will be the first year articulation is back in person. Navigation night is held in January/February each year. The purpose of Navigation night is for current and future students to explore all the courses, CTE pathways, and electives we offer at Bellflower before students register for courses in March. This allows families to make informed decisions about their students' educational plan when they attend BHS. 6th grade students also participate in a student visitation in May and a link-crew led orientation prior to the new school year.	● Articulation meeting presentation ● Navigation night ● 6th grade visit
The following are community and articulation partners that are also mentioned in chapter 2. Long Beach City College Pathways, Cerritos College/K-12 Partners in	● Long Beach City College Student Interest list

Education, College and Career Readiness Summit, Cerritos complete program, Cerritos Early College Academy, and Cerritos College Financial Aid Night.	• Cerritos College Information Packets • Student Transcripts • Financial Aid Parent sign in sheets
CTE An official Career Technical Student Organization (CTSO) has been chartered by the State Association. A local CTSO work plan is developed annually and a copy is furnished to local administration. Leadership activities are embedded in the CTE curriculum. All students in a CTE pathway are affiliated with the State Association CTSO. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California *Education Code* §8070 and meets at least once a year. Business/Industry is involved in student learning activities.	• Master Schedule • SkillsUSA participation list
World Languages There is a World Languages club being started this year that will further provide opportunities for students to learn more about other cultures around the world. There is also an opportunity for students to attend a trip to Spain and Paris and use their knowledge of the target language in a real life setting.	• Club minutes • Study Abroad Information
AVID The AVID coordinator works with feeder elementary schools to provide information and recruit students that are interested in the program. The coordinator visits school sites in January/February each year to talk with incoming 7th graders and promotes at Navigation Night each year. In addition, some feeder elementary schools are beginning to implement AVID at their school sites.	• Information Flyers • Blackboard messages to incoming 7th grade families • Navigation Night Sign in sheets
College and Career Center Various workshops, student supports, and college visitations are organized by our College and Career Technician. Students have access to the college and career center throughout the school day.	• Career center calendar • Sign in sheets
Performing Arts Performing Arts teachers regularly articulate with elementary teachers. BHS music teachers meet with elementary music teachers at least four times per year to discuss repertoire, curriculum, and transitions from elementary to middle school music. In addition, all music students participate in a district-wide festival to share with parents and the community their accomplishments each year.	• Meeting Notes • Meeting Sign-In Sheets

Equity and Access to Curriculum Criterion

Variety of Programs — Full Range of Choices

Evaluative Statement
Bellflower Middle/High School is effective in ensuring that all students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
Our counseling staff makes a collaborative effort to meet with students and review their individualized learning plans. Counselors visit each student at each grade level to review transcripts and assist students with their course selections.	• Student Academic Plans • PLC Meeting Agendas • Master Schedule • California College Guidance Initiative (CCGI)

When a student enters the 7th grade, counselors meet with each student in order to provide information and define expectations for each student's continuing success. Throughout the student's academic experience parents can constantly monitor students grades through Aeries parent portal. One major advantage we have is our 8th graders are on the same campus as our high school students. This allows the counseling staff to meet with each 8th grade student in order to develop a personalized academic plan based on their middle school academic performance and standardized test scores before entering high school. The counseling staff actively collaborates with parents and academic and support staff members through their Professional Learning Communities (PLC) in order to effectively meet the diverse needs of the student population. During students' 9-12th grade years, counselors meet with students to revisit their academic plans, review transcripts and goals, and determine progress towards future academic goals and career paths. In 9th grade English Language Arts courses, the high school counselors conduct presentations, focusing on what the A-G admission requirements are; this helps students develop their academic plans. All academic plans include the post-secondary education aspirations of each student. This information guides the personal discussions with students.	● College and Career Center Sign in sheets ● Counselor Notes ● Counselor Presentations and Handouts ● Personal Learning Plans
Challenge Cards Teachers have uniform prerequisites while maintaining an open door policy for courses. If a student does not meet a course prerequisite students may fill out a "Challenge Card," signed by parent and student to enter a course. Students may also use a "Challenge Card" to enter an AP/Honors course without a teacher recommendation or meeting the course prerequisite.	● Master Schedule ● Curriculum Handbook ● Challenge Card Form ● Schedule Change Request Form ● Counselor Meeting Notes
A-G Course List The intent of the A-G subject requirements is to ensure that students have met the sequence of courses to meet the minimum admission requirements for the University of California and/or California State University schools. The Assistant Principal of Curriculum and Instruction is responsible for updating the course each year. Most of our course offerings are A-G approved.. As we create new courses, we also continue to update and submit courses for A-G approval.	● A-G Course List for Bellflower Middle/High School
New Eight Period Block Schedule In the 2022.-2023 school year, our school transitioned to an eight period block schedule day. This gives students the opportunity to take two more classes during the school day. This allows students to take more electives, make up credits, and athletes to miss less instructional minutes during the school day. This schedule also gives teachers more planning time in a school day.	● Bell schedules ● Student schedules
Cerritos Community College Dual Enrollment English 100 This course is offered to qualifying seniors. The course, taught by a Bellflower HS teacher, offers students high school credit for a full year of senior-level English as well as one semester of college credit that is transferable to 4-year universities.	● Cerritos College English 100 Student Learning Outcomes (SLO's). ● English 100 Curriculum ● Pacing Guide .
Integrated ELD Instruction All students will experience a variety of literary genres at each grade level provided by the adopted curriculum, textbooks and online platforms. All ELD courses offer integrated ELD and cross-curricula instruction for English language learners with a focus on the English Language Development Standards.	● Houghton Mifflin Harcourt's E3D ● McGraw Hill all digital online StudySync curriculum ELD
ERW (Expository Reading and Writing) As we move toward expanding course selections we will continue to review how course selections and course offerings provide alignment with learner outcomes and	● ERWC; Research, Evidence and Evaluation and Scholarship on ERWC

career readiness. The ERW curriculum was developed by the Cal State University System in order for students to be better prepared for college. We are in the process of expanding our ERW course offerings into 11th and more 12th grade classes. as well as including more ERW modules into the curriculum at different grade levels. The ERW curriculum is one of multiple factors that can be used for the Cal State EAP (Early Assessment Program).	● Teacher pacing guides ● <u>Early Assessment Program</u>
Co-Teaching (English and Math) Co-teaching courses offered at each grade level for students with special needs (IEPs). Each co-teaching class has a credentialed English teacher and Certificated RSP teacher.	● Master Schedule ● Classroom Observations
Early College Academy The Early College Academy is a partnership between Bellflower Unified School District and Cerritos Community College. The program gives students the opportunity to take Cerritos College courses that meet high school graduation requirements and earn college credit. Students will enroll in college courses during the regular school day starting freshman (9th) year. Courses taken through the Early College Academy are free. There is no cost for any of the courses or textbooks. BHS students will have the opportunity to save thousands of dollars on costly tuition, fees, and textbooks. Students in the ECA will have access to all of the Cerritos College's programs and services, including the library. Students can transfer directly to a UC or CSU campus having already met the general education requirements.	● Master Schedule ● Student List
CTE Pathways Students have access to a variety of CTE Pathway courses such as patient care, mental and behavioral health, engineering, food services and hospitality, graphic production technologies, and Cabinetry, Millworking, and Woodworking	● Master Schedule
AVID Advancement Via Individual Determination (AVID) is offered for students who need additional academic support and want to learn more about college and career readiness. College tutors help mentor and support students throughout the school year to help increase students' academic success.	● Master Schedule
Transition Plans Special Education students have transition plans built into the IEP which is completed before they are 16 years of age. This ensures that students are learning at their own pace and are developing the individual goals to meet their needs to transition out of high school successfully. We have a Transition Specialist that participates in IEPs and works with students as they prepare to leave Bellflower High School.	● IEPs ● Student Transition Plans
Financial Aid Night Working in conjunction with Cerritos College we provide a Financial Aid Night to assist any senior who needs the help with the FAFSA or Dream Act application. If students cannot attend the Financial Aid Night, assistance may still be received through the College and Career Center.	● Cal Grant/GPA verification ● Cal Grant B ● Chafee Foster Youth Grant Program

Accessibility of All Students to Curriculum, including Real World Experiences

Evaluative Statement
Bellflower Middle/High School is effective in providing a rigorous, relevant, and coherent curriculum that includes real world applications. All curriculum is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Supporting Evidence
Most Bellflower Middle/High School teachers have EL authorizations embedded in their teaching credentials to give them the ability to make all curriculum accessible to all students. BM/HS also offers professional learning and BTSA for new teachers to support their professional development.	- Teaching credentials - Master Schedule - Professional Development - Classroom Observations - Course Syllabi
Professional Learning Communities (PLCs) PLCs have become a relevant and useful tool to keep teachers consistently analyzing and updating their curriculum. Since their implementation, PLCs have become improved resources for teachers of similar content and grade levels. Many PLCs have worked to create common pacing guides, assessments, and grading policies to standardize content. Many PLCs meet on their own time, in addition to Monday meetings, to help improve student achievement.	- PLC meeting minutes - PLC meeting agenda - PLC meeting schedule - Process Planning Tool
Library The library is open from 8:00 AM to 4:00 PM daily. The library has a total of 41,000+ books that support and enhance the curriculum and standards for all disciplines. The library provides 50 desktop computers and 60 Chromebooks with internet and printing resources.	- Library hours - Book List - Library Observations
Associated Student Body Leadership Our ASB class allows students to be more involved at Bellflower High School by advocating for students' interests, planning school activities, and representing the entire student body. ASB also teaches students a variety of life and leadership skills that they can use in school and in the future such as time management, self-efficacy, communication, delegation, teamwork, organization, problem-solving, budgeting, and planning events. Students leave the program as better leaders and will use these skills in college and in their future workforce.	4 students + the Assistant Principal overseeing activities attended the overnight California Association of Student Leaders conference - All leadership students attended the CADA virtual conference - Leadership students developed a self-study that was submitted to CASL. This self-study earned us the Outstanding Leadership Program Award
English The Middle and High School English department incorporates basic real world applications like reading, writing, listening, speaking, and collaboration. Students discuss ideas on a daily basis in class with partners and with the whole class. They develop their in-person communication skills in discussions by practicing communication norms. Students also develop written communication in the form of short responses, essays, and letters. Students also participate in professional writing which may include resume development and email etiquette, and are challenged to address specific groups during writing. Additionally, the curriculum content includes topics that students are encouraged to analyze with real world connections. These topics include justice, morality, technology, the media, carbon footprint, equality, choice. Students complete projects in both grade levels that require them to apply their knowledge to potential real world situations. District Writing Assessment prompts are cross curricular and based on real world applications like science and technology and include hypothetical real world audiences.	- Pacing Guides - Student Work - Classroom Observations
Math Applicable "real world" Math problems are integrated into the Big Ideas Math, IXL and other resources used by all teachers. Statistics and Business Math are offered to students as an option to explore and learn about real-life skills. Students who qualify can have an opportunity to enroll in other course offerings outside the	- Big Ideas Math Curriculum - IXL platform - Desmos platform

Integrated Math path.	
Social Science Teachers utilize the 21st Century themes from the P21 framework in order to help build global awareness about financial, economic, business & entrepreneurship literacy, civic literacy, media & technology skills, information literacy, media literacy, life & career skills, and critical thinking skills.	● Class discussions ● Economics projects ● Civic Democracy Projects ● Counselor's College Presentation
Science Science classes follow the NGSS framework. Real world phenomena are introduced and carried through an entire unit. Students take on the roles of professionals in science-related careers to solve a problem or accomplish a task. Throughout the unit multiple learning strategies are utilized, such as modeling tools, hands on labs to develop engineering skills, reading selections, verbal expression and sharing within groups, and self assessments.	● Amplify Curriculum ● STEMscopes curriculum
World Language Seal of Biliteracy is offered to students in Spanish and French as World Language options upon completion of four years. High school students who demonstrate proficiency in two or more languages can earn a state Seal of Biliteracy on their diplomas. Aside from the recognition, the Seal of Biliteracy can help students earn college credit and allows for scholarship and internship opportunities. Furthermore, it can provide a competitive edge in future employment at a higher pay rate.	● [CDE State Seal of Biliteracy FAQ](#)
ELD Because ELD is an elective course, curriculum and learning activities are focused on developing academic language knowledge and skills to move each student toward reclassification, thereby enabling them to take on an elective course that will expose them to "career exploration, preparation for postsecondary education, and pre-technical training." Individual learning modules and units further develop language skills that are sought after in post-secondary careers, such as analyzing workplace documents, technical and informational texts commonly encounter when engaging with a variety of government public agencies, such as banks, professional licensing entities and corporations, et al. In addition, ELD students use a variety of technology tools and platforms which develop technology centric soft-skills that are ubiquitous and necessary in the 21st Century workplace.	● District Reclassification Criteria ● State of California ELPAC assessment ● The entre Google Suite of productivity tools ● Additional productivity software, such as Kami ● Once Reclassified, students are immediately moved into an elective course of their choice ● Exposure to workplace, government and technical documents that explore issue and build skills in connection with CA Career and College Readiness Standards
CTE All our CTE pathways include real world applications that are accessible to all students. CTE pathways offered include manufacturing and product development, building and construction trades, health science and medical technology, engineering and architecture, arts, media, and entertainment, transportation, and hospitality, tourism, and recreation.	● Course Descriptions ● Classroom Observations
Physical Education The physical education department teaches real world experiences and skills such as teamwork, developing motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, and emotional intelligence.	● Class observations
Computer Science Computer Science Principles is a new course added in the 2022-2023 school year to allow a variety of students explore careers in computer science and the	● Math/CTE department additional pathway added to course catalog.

fundamentals of programming. Next school year students will be able to take AP Computer Science A as the capstone of this pathway.	● Code.org curriculum (https://studio.code.org/courses)

Student-Parent-Staff Collaboration

Evaluative Statement	
Bellflower Middle/High School is effective in giving parents, students, and staff the opportunity to collaborate, develop and monitor a student's personal learning plan, including college and career and/or other educational goals.	
Findings	**Supporting Evidence**
A variety of academic checks and balances are provided by each student's individual teacher such as: schoolwide Parent Portal access to Aeries.Net Gradebook, Back-to-School Night, Navigation Night, individual teacher conferences, and a diverse bilingual staff to assist any parent with linguistic and communication challenges. Student progress reports are distributed twice each semester to allow parents and students to be aware of student achievement. Goals can then be adjusted dependent upon achievement levels in individual classes. Regular access to Parent Portal allows both students and parents to access current achievement in each class.	● Student progress reports ● ABI/Aeries.Net ● Parent Portal/Counselors
Recommendations for Honors and AP classes are made from achievement in previous classes. Placement into general level classes, as well as advanced, may be changed through the Challenge Card process. Teachers have uniform prerequisites while maintaining an open door policy for courses.	● Challenge cards from Counselors ● Curriculum Handbook ● Counselor Notes
Parent Institute for Quality Education (PIQE) PIQE offers guidance to parents on the following subjects: course planning, grades, monitoring student progress, A-G requirements, and financing a post-secondary education.	● PIQUE meeting minutes ● PIQUE presentations ● PIQUE sign-in sheets
In High School, students complete Course Registration each year to determine what is needed for graduation and college. Prior to meeting with the counselor, students have a worksheet that is completed and signed by the student/parent. Each semester, students and parents have access to the Aeries Gradebook where the academics can be monitored. Students also have access to the College and Career Center for assistance with educational options and college applications. If additional assistance is needed, students/parents may request appointments with the counselors or walk in to the College and Career Center. Counselors also complete classroom visits in the fall semester where a variety of topics, including credit status, are reviewed.	● Navigation Night ● Back to School ● ELPAC Committee ● Pique ● 6th grade Parent Night ● Early College Parent Night
Counseling Office The counseling office maintains open-door policies. While parents are encouraged to schedule appointments so their time with the counselors is uninterrupted, counselors and/or assistant principals make themselves available when parents drop by with concerns regarding their students. When students would like to see their counselors, they can fill out a counselor request form by using a QR code posted in each classroom and the appropriate counselor will call them up to the office.	● Office sign in sheets ● Counselor calendars ● Counselor Request Form

Post High School Transitions

Evaluative Statement
Bellflower Middle/High School is effective in implementing strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
The rigorous expectations of the Bellflower Middle and High School classrooms set a foundation for the demands of both college and careers, and instill a strong work ethic and self-confidence in the students embedded in the schoolwide learner outcomes (SLOs) and BUC PRIDE matrix.	● Schoolwide Learner Outcomes ● BUC PRIDE Matrix
General Education courses teach necessary career and college readiness skills and tie lessons and activities to how concepts relate to their everyday life, careers or college. Adherence to Common Core State Standards, and use of Bloom's Taxonomy to maintain rigor in the classroom, and inspire independent and group projects. Writing is present in every classroom.	● Course Curriculum ● COurse Syllabi
The College and Career Center provides students with information and opportunities to prepare for college or careers. The Career Center gives students information and access to College Nights, college and career fairs, FAFSA Night, assistance with college applications, Military guest speakers and recruitment, college/university guest speakers, scholarship information postings and binder.	● College and Career Center Calendar ● Presentations ● Flyers
Students have access to Advanced Placement (AP) courses and College Readiness Exams. Students can take AP tests as well as SAT and PSAT exams.	● Master Schedule ● Student Course Requests ● Challenge Cards
APEX (Academic Program of Excellence) APEX is a program designed for high-achieving academically driven students. APEX focuses on three objectives: academic scholarship, leadership, and fostering a college-going atmosphere. APEX has a teacher advisor who monitors APEX students and helps them plan out their academic high school career. The APEX advisor and counselors work together to help monitor students. The APEX advisor has been given a release period to help monitor students and meet with them.	● APEX Advisor ● APEX advisor notes
California College Guidance Initiative (CCGI) Through CaliforniaColleges.edu, the California College Guidance Initiative provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and applications. This replaced the Naviance program used in previous years.	● CCGI dashboard ● Online data
English Language Learner (ELL) Program – Advanced ELD English learners are placed in double-block periods of English Language Development (ELD) and English language arts at the Advanced ELD level.	● Master schedule
CSF (California Scholarship Federation), National Honor Society, APEX, and YBS clubs promote a college-going atmosphere for students by providing college field trips, college discussions, and scholarship opportunities. Students may graduate with CSF honors.	● Membership lists for CSF, National Honor Society, Young Black Scholars. ● Field Trip Request Forms
Counseling Office - The counseling office and middle school office makes a concerted effort to meet with students on a regular basis to review student's goals and learning plans. Counselors visit with each student to review transcripts and assist them with course selections. Students may request a counseling appointment at any time during the school year. Counselors visit both English and History classrooms to review transcripts with students and/or introduce them to A-G	● Counselor Notes ● Counseling Presentation ● Counselor Calendar ● Counseling Office Sign-In Sheet ● Counselor Request Forms

requirements.	
Various classroom assignments require students to think about their lives beyond school. These include, but are not limited to, health assignment for academic and career goal setting, health and fitness goals, and including academic and career goals.	● Classroom Assignments ● Teacher Lesson plans
ROP and CTE courses offer our students connections with students at other high schools. Additionally, program participants get access to career and college information while enrolled in the course. When students are enrolled in CTE courses, they are encouraged to participate in SkillsUSA competitions to further demonstrate their knowledge and skills attained.	● Master Schedule ● SkillsUSA participation list

ACS WASC Category B: Curriculum Summary, Strengths, and Growth Needs

The three preliminary major student learner needs based on the school's student/community profile is to improve student achievement in ELA at all grade levels and population subgroups, improve student achievement in math in all grade levels and population subgroups, and increase the amount of students meeting A-G requirements. In addition, based on the focus group analysis, the school needs to clearly define college and career readiness indicators or standards for each core subject area, facilitate the integration of career technical education awareness in all disciplines, implement a formal tracking system to determine the effectiveness of curricular programs, and continue to engage parents/guardians in developing their students' personal learning plan and activity monitoring their progress.

Based on our findings Bellflower Middle/High School needs to focus on SPSA goal #2: provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready. Specifically, with focus group B's findings, the school needs to clearly define college and career readiness indicators or standards for each core subject area. Teachers integrate and embed different college and career activities and skills in their classrooms, however there are no clear identifiable standards used by the school. One next step is the implementation of AVID methodologies schoolwide, this is strategy #15 within the SPSA goal #2; teachers are in the process of being trained in AVID methodology and WICOR strategies to help students organize ideas and tackle questions using deeper depth of knowledge. Ensuring that teachers are AVID trained will connect AVID college and career readiness strategies to each core subject area.

Another SPSA goal the school needs to address based on the focus group's findings is SPSA goal #3: provide ongoing communication and opportunities for educational partners to advocate for the success of all students. Strategy 3 within the SPSA is to provide families with training and materials to help parents work with their students to improve academic achievement such as PIQE, college nights, and parenting classes. This will hopefully engage parents/guardians in developing their students' personal learning plan and actively monitor their progress. Lastly, the school needs to implement a formal tracking system to determine the effectiveness of curricular programs This is not currently addressed in the SPSA; however, some teachers send out surveys to students at the end of the school year to get feedback from students. One strategy to make this school wide is to send out surveys to different programs on campus.

Areas of Strength

1. The school has a rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards in all content areas.
2. There is congruence between the actual concepts and skills taught to the SLOs and academic standards in each course offered.
3. The school engages with many community partners, resources, articulation with feeder schools, local colleges and universities.

Areas of Growth

1. Bellflower Middle/High School needs to clearly define college and career readiness indicators or standards for each core subject area.
2. Bellflower Middle/High School needs to facilitate the integration of career technical education awareness in all disciplines.
3. Bellflower Middle/High school needs to implement a formal tracking system to determine the effectiveness of curricular programs.
4. Bellflower Middle/High School needs to continue to engage parents/guardians in developing their students' personal learning plan and actively monitoring their progress.

CATEGORY C

LEARNING AND TEACHING

Student Engagement in Challenging and Relevant Learning Criterion

Results of Student Observations and Examining Work

Evaluative Statement
As a school, we are collectively effective in providing students with opportunities to be involved in challenging and relevant work in the classroom.

Findings	Supporting Evidence
Students in grades seven through twelve are engaged in an exceptionally high and diverse degree of learning. Students are continually immersed in a wide variety of learning activities that meet and exceed proficiency state standards for each discipline, especially in regard to college and career readiness. Those students who are approaching proficiency, are given exposure to classroom intervention and differentiated instruction where and when applicable.	• School Mission, Vision, and SLOs • A-G requirements • Strategic Interactive Instruction • PLC's and Crews • Measurable Learning Objectives
Teachers use a set of research-based strategies to make student achievement-driven improvements district wide. Strategic Interactive Instruction (SII) strategies guide teachers to disaggregate and sequence concepts at the highest levels of cognition. SII involves consistent, persistent, and creative application of four components: standards and measurable objectives, lesson structure and sequence, student engagement, feedback and correctives, and proactive classroom management. All teachers have been trained in and are expected to utilize SII teaching practices to improve student engagement and content acquisition.	• SII Strategy List • Professional Development Completion • SII Handbook for Teachers
Technology The use of technology has increased since the last self study. Bellflower Middle/High School is a 2:1 school. Every classroom has a Chromecart that includes 36 chromebooks for students to use. In addition, all students have checked out a chromebook to use at home and use for academic purposes. Various technologies are also used in the classroom to enhance learning, every teacher has created Google Classrooms that allow students to access course materials and assignments at school or from home. In addition, many teachers are using tools such as Clever, Nearpod peardeck, Kami, IXL, Quizizz, and Kahoot to enhance student learning. This school year the school purchased smart boards for all classrooms. These were purchased to replace outdated projectors and screens. Most teachers use smart boards in their classrooms.	• Chromecarts • Clever • Nearpod • Peardeck • Kami • IXL • Quizizz • Kahoot • Smart Boards
OdysseyWare/Credit Recovery Students have been given opportunities to recover credits through a "Credit Recovery" program. OdysseyWare has allowed students to make up credit deficiencies. Courses in OdysseyWare have been customized by BUSD content area teachers to reflect Bellflower Unified School District and California State Standards for learning. OdysseyWare is also used in summer school to create flexibility in student scheduling. This course, prior to school closures, was offered during a zero period, before school, or 7th period, after school. Since the implementation of our new eight period day, this class is now embedded into the school day. Students are in class for five hours a week, and they have scheduled times that they may also access their course work from home.	• OdysseyWare • Credit Recovery Referral Forms • Student Transcripts • Syllabi • Summer School Referral Forms • OdysseyWare Student Guide

English	

English
The middle and high school English departments use challenging and relevant work by planning collaboratively, selecting challenging and age-appropriate texts, designing assignments that build upon one another and extend through the DOK levels on recursive skills, and utilizing common strategies and terminology to support student growth and preparation for high school classes.
 	
Classes provide students with the opportunity to write about a variety of subjects, focused on practicing the academic forms (analytical, argumentative, expository and narrative). Students are immersed in core narrative and expository texts, and are taught to read both primary and secondary source material closely. To follow the standards, the percentage of expository texts to narrative texts increases as students progress through the grade levels as is evident with the introduction of ERW 12. To foster a habit of lifelong reading, instructional time may be devoted to independent reading as well.
 	
The department uses common strategies, terminology, and age appropriate texts to help them move from recalling what they have read and learned to synthesizing and applying their knowledge. Students across all grade levels learn common acronyms to learn writing strategies: A.C.E., T.A.G.S. AT "DQ" (PC). To develop analysis in writing teachers apply common strategies including, "says, means, matters", providing sentence frames, and word banks or word walls. Teachers also utilize various Thinking Maps to help students organize ideas.
 	
Co-taught English classes provide additional support for students by having two certificated teachers in the classroom and supporting students using scaffolds, accommodations, and modifications based on student IEPs and 504 plans. As a common assessment, both the middle and high school English departments have students write informative essays in the Fall and argumentative essays in the Spring. All essays are scored using a common rubric-the district writing rubric created based on the SBAC rubric. All writing assignments incorporate ERWC strategies to support students.
 	
During the pandemic, teachers reduced curriculum to focus on essential standards in a distance learning setting. Assignments are modified to support learner needs (e.g. reduced amount required for students with IEP). Teachers incorporate a variety of technology to enhance learning and allow all students access to the curriculum: Google Classroom, Screencastify, Clever, Nearpod, flipgrid, etc. NewsELA resources provide access to articles on various topics at multiple lexile levels that are incorporated into lessons and adapted for assignments.
	● All students have access to chromebooks in class and at home
	● Universal use of Google Classroom
	● Technology such as nearpod, kami, proquest, google slides, google docs, screencastify, kahoots, and more.
	● Common use of Acronyms and writing strategies are provided in notes and posted in the classrooms
	● Thinking Maps
	● Students work in small groups
	● District Writing Assessment information is viewable on the district writing assessment site
	● District Writing Assessment results can be seen on the Schoolcity website
	● NWEA MAP Common Assessment results can be viewed on the NWEA website.
	● Evidence found in common class posters as well as in student work samples:
	● Argument Speech_R…
	● LOTF Ch. 10: Readin…
	● Assessment Calendar
	● Copy of Daily Latin 2…
	● Template: Daily Agen…
	● Annotation, TAGS and "Say, Mean, Matter" strategies Student Sample:
	  Lily Merino - Cujo: An…
	● Pacing Guides
	● Sample of Full and Modified Assignment:
	  LOTF Final Project_…
	MLOTF Final Project_Rui…
	● Student work sample:
	  Emily Castellanos - A…

ELD ELD students are being prepared for statewide ELPAC assessments. ELD students are being prepared with relevant and challenging practice tests. Also for HS ELA the students learn common acronyms to learn writing strategies: A.C.E. = Answer, Cite evidence, and Expand. T.A.G.S. = Introduce Title, Author, Genre, and a brief summary when writing about a text. AT "DQ" (PC)= Attributive Tag, Direct Quote, and	● https://www.elpac.org/resources/practicetests/ ● StudySync Lessons and Assessments ● Houghton Mifflin E3D Online Assessments ● CommonLit

Parenthetical citation for integrating evidence. Formative and summative assessments are assigned to assess the learning process and master of the CA ELD Standards. Students engage in a series of shorter and longer writing activities that span the CA ELD Content Standards. Both StudySync and E3D platforms provide standards based activities (Formative and Summative) that are tied to the ELA CCSS and the Social Science Content Standards framework. In order to engage students in content rich learning activities, students practice close reading skills, annotation and short standards based writing activities on the CommonLit platform which supports comprehension skills in regard to fiction, poetry and informational literature that is appropriate to their individual lexile level. CommonLit is a valuable resource used in the development of skills and application for both the ELPAC and SBAC assessments and enriches the skills necessary for the mastery of ELA CCSS in their language arts classes.	• CA ELD State Standards
Social Science The History/Social Science department uses Depth of Knowledge to help guide our students through the learning process by designing assignments that build upon each other to get students from DOK 1, recall, to DOK level 4, extended thinking. Students engage in a variety of lessons that range from informational to activities that lead students to examine and analyze historical events. Teachers utilize technology tools such as Peardeck, Nearpod, and Google Slides for interactive notes to check for understanding. Students participate in discussions so that students can create meaning and connect with historical topics. All grade levels participate in the Civic Democracy project every year to connect their learning to present day events and issues. Teachers have also been trained by LACOE to use civil dialogues, structured academic controversy activities, and problem based learning strategies to increase engagement and equity.	• Course Google Classrooms • Shared a Google Drive folder with common assignments, activities, and assessments for common pacing. • Professional Development • State Seal of Civics Engagement
Math Math teachers use IXL. This platform offers work in English and in Spanish, as well as breaks down algebra problems with algebra tiles to help aid our English Language Learners. It adapts to the students personal ability and will move them forward as their understanding of a topic grows, and will bring them back down in levels to reinforce basics students begin making mistakes. Through IXL we can set different goals, called SmartScore, for our student population that is appropriate for them-70 being the standard, 80 being slightly above, 90 being above and 100 showing mastery in the "challenge zone." The depth of knowledge wheel (DOK) is used to help guide our students through the learning process by creating assignments that build on one another to move students from DOK level 1, recall, to DOK level 4, extended thinking. Teachers will use a variety of strategies to ensure that it benefits students at all levels, including IXL, Webassign, myLabmath, and Big Ideas Math for in class assignments and homework.	• IXL Data • IXL Student Diagnostic Score Breakdown Example 1 • Math XL • myLabmath • Webassign
Science All grade level science classes use inquiry based, student centered, and relevant work to achieve SLOs, NGSS, and college/career readiness standards. We utilize the 5E's (Engage, Explore, Explain, Elaborate, Evaluate) to guide the students through the learning process, as this allows each our lessons to build upon each other, and gives students time to make their own discoveries and truly go from simply recalling	• STEMScopes • Amplify • EdPuzzle • CER's • Sample Common Assessment

information to more extended, critical type thinking. To start each of our units, we begin with an "anchoring phenomena", to draw the students in, trying to get them to connect their own experiences with the phenomena being presented to them. After this, students begin to explore, through hands-on labs and through evidence presented to them (graphs, data tables, etc), attempting to utilize that evidence to draw conclusions and make inferences. As a department, we begin to explain some of their learning, helping the students to make connections, synthesize new knowledge, and ask further questions if needed. Over the course of the unit, once they develop the skill, they then are tasked with developing a logical argument, using the evidence originally presented and reasoning, to explain the original phenomena presented to them.	• Sample Lab • Pacing Guide • Yeast Lab
World Languages World languages uses rigor and critical thinking and the Three C's (Communication, Culture, Connection) to help guide our students through the learning process by designing assignments that build upon each other to get students from Level 1 to Level 4 (Novice 4) and from memorization to application.	• Google Classroom assignments • Kami Assignments • Pear Deck Assignments • Thinking Maps • Textbooks align with 3 C's and skills bridging • Common assessments (formative and summative)
Special Education (RSP & SDC) Students with IEPs have a variety of learning options available to them at BHS. Students can be placed in either co-taught English or Math or self-contained Special Day classes in all core academic subjects. Students with IEPs use Chrome extensions that will better assist them in accessing the core curriculum.	• Google Classroom • IEP at a Glance
CTE Students are required to develop a career plan that aligns with career interests, pathways, and postsecondary education. Students will function in a complex work environment that promotes use of technology, communication, critical and creative thinking, and problem solving. Students will learn knowledge and technology. Students are enrolled in industry related learning programs in which they are evaluated and result in certification. .	• Work industry technology that gives students a hands-on experience. • Adobe Certification • SKILLS USA Certifications • SKILLS USA Competitions • Broadcast and Performing experience (BUC NEWS) • Fire Safety Certification • Building and Electric Vehicle • Classroom Observations • Film Productions • Safety Course/Training • Industry equipment
Physical Education The Physical Education Department uses challenging and rigorous work that focuses towards the California State Standards for Physical Education and the Fitnessgram test.	• Fitnessgram scores • Student performance/work
Visual Arts Visual Art Lessons are designed to develop skills and rigorous content in a timely manner. Students are involved in formal and informal assessment. Students experience the arts through the creating process. Teachers and students use various resources and media to demonstrate proficiency and achieve the visual arts standards and concepts.	• Hands-on Projects • Use of technology • Pacing Guides • Curriculum based on the CA Visual Art Standards • Google Forms

	● Rubrics
	● Self Written Critiques
	● Student Portfolios
	● Student Work
	● Art Museum Links

Student Understanding of Learning Expectations

Evaluative Statement
Bellflower Middle/High school is effective in getting students to understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness. Though there are learning gaps, the school is actively trying different academic supports and researched based teaching strategies to close those learning and performance gaps.

Findings	Supporting Evidence
Clear expectations of academic excellence and purpose are instilled in each student at the beginning of the academic year and are reinforced continually.	● Objectives, Standards, SLOs and PRIDE posted ● Student Work ● Bellflowerhigh.org website ● Course syllabi ● Curriculum Handbook
Students receive knowledge of the depth and of span of the California Common Core State Standards and NGSS, and have access to a detailed and descriptive course catalog, course descriptions and a course syllabus.	● Curriculum Handbook ● Course Syllabi ● Teacher websites
Every classroom teacher has measurable lesson objectives and the daily agenda clearly posted in language that is both academic and yet accessible to students. Some teachers embed these lesson objectives into their projected google slide presentations.	● Objectives, Standards, SLOs and PRIDE Matrix posted ● Student work is displayed along with a brief description and the standard clearly identified.
Student work is clearly displayed in the classroom which ties into the course noted and the identified lesson. The measurable objective and the state standard are displayed as well.	● Objectives, Standards, SLOs and PRIDE Matrix posted ● Student work is displayed along with a brief description and the standard is clearly identified
Teachers receive, evaluate, and post examples of student work in a variety of online formats. These include digital portfolios, the Bellflower Middle/High School website, and teacher websites, and google classrooms.	● Use of Google Docs ● Class websites ● Google classrooms ● School Website
Teachers provide students with standards and academic vocabulary in the classroom.	● Word Walls ● Common Posters in classrooms

Most teachers use rubrics and models to inform students of expectations for learners and post grades on ABI/Aeries.Net. Students use rubrics for peer editing that encourages critical evaluation of student work and requires them to communicate thoughts both orally and in writing.	● Common Pacing guides, assessments and rubrics in PLCs ● Aeries.net/ABI Gradebook

Student-Centered Instruction through a Variety of Strategies and Resources Criterion

Teachers as Facilitators of Learning

Evaluative Statement
Teachers are effective at facilitating learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
Teachers can be seen in their classrooms being facilitators and coaches. Teachers are encouraged to create classroom environments that are student-centered and engaging, placing the responsibility of learning on the students. Student to student discourse include socratic seminars, think-write-pair-shares, A/B partners, ect. These strategies involve more student talk and less teacher talk.	● Strategic Interactive Instruction ● Classroom observations ● SLOs
All teachers use a variety of methods to teach students with different learning styles and needs including technology to ensure that all students participate in class and are accountable for their learning. Teachers constantly check for understanding by asking higher level questions, using different types of assessments, and through activities including applying knowledge to real life situations.	● Pacing Guides ● SII strategies
All teachers were given a school-issued laptop in order to facilitate learning, use online instructional strategies, and differentiate instruction. All teachers use Google Classroom in order to post announcements, assignments, assessments, and any other instructional materials needed to have access to the curriculum. Teachers also have access to a variety of digital tools to enhance learning such as Screencastify, Clever, Kami, Peardeck, Quizizz, Kahoot.	● Laptop check out sheet (library)
English We facilitate learning as coaches by integrating student centered practice. We include gradual release as a strategy when teaching called I do, we do, you do. We utilize small group work to encourage students to work through their learning and practice skills with their peers. Groups vary in size and the length of the group work varies as well depending on the lesson and student needs. Students are provided with resources and scaffolding as needed to support them in learning independently. At various times through the year, students are given choices in how to demonstrate learning based on their particular learning styles and preferences. As a department we continue to learn and develop new strategies for the classroom. These include: Sketch notes, Google Classroom, Screencastify, SII, Kami, Kahoot, Thinking Maps, Google Slides, Google Forms, Google Docs, Assessments (NWEA), common writing rubrics, sentence starters/frames, graphic organizers, common writing acronyms (ACE, AT-DQ-PC, TAGS), and StudySync Curriculum, and collaborative scoring and planning for instruction.	● Strategic Interactive Instruction is used across classrooms ● Thinking Maps
Math In our department we utilize group work, collaboration among students, and think-pair-share activities in order to help facilitate learning as an educator. We	● IXL ● Blooket ● Quizizz

scaffold the notes and lessons so that students can build an understanding of the topics. We incorporate technology through Bigideasmath.com, IXL, mymathlabforschools.com and several other sites to help students with a wider variety of examples and practice. Students can also use these sites to receive instant feedback of their work or support if needed when they are doing independent work outside of the classroom. Students have the opportunity to choose their levels of questions while participating in various stations. We build up the level of our lessons by reviewing the skill needed and progressing through the level of questions. Our Middle School Math Department has an opportunity to go to the CMC Math teaching conference. Various PD's are offered for us in the use of IXL incorporation to allow us to better incorporate an engaging and meaningful technology tool in our curriculum.	• Edulastic • Desmos • Peardeck • Edpuzzles • Plickers • MyLabMath • Webassign • Edulastic • BigIdeasMath
Social Science In order for students to engage in the Social Science curriculum, our department uses student led discussions to engage students. We facilitate learning through the incorporation of SLO's and SII strategies. As a department, we continue to stay current with the curriculum and education process. Several teachers are AVID trained and attend the AP Summer Institute. We incorporate technology through the use of Google Classroom and Clever, EdPuzzle. Since we are a 2:1 school with student devices which allows us to use online textbooks and tech based lessons.	• Analysis of primary and secondary source documents. • Strategic Interactive Instruction Strategies
Science Our department facilitates learning as coaches by aligning itself with NGSS and 5E lesson models. Science classes are student centered where students are the leaders of their own investigations and teachers give them the context, materials, and probing questions to help them progress in their investigations. The department develops and uses common assessments in order to collect data about student understanding as it relates to each standard for our content areas with NGSS. By implementing these strategies, along with a 5E learning model, students learn in a manner that is far more engaging and equitable than a traditional lecture format where teachers provide information and set students to work on activities or homework.	• NGSS Standards • 5 E Lesson Plan • Strategic Student Seating in groups
RSP Our teaching is based upon student need and levels and may vary each year and each class period depending upon student abilities. As a department, we have developed a shared Google Drive which includes shared documents related to student IEP development as well as shared transition assessments and goals based upon student grade level and need. In addition, members of the department can meet with the other departments on campus when appropriate. Our department gives flexibility for teachers to choose to meet with other groups on campus as need arises. Our department follows grade level standards and expectancies. Teachers attend the Professional Development with their general education peers in both voluntary and mandatory training offered throughout the year. Special Education teachers are given access to all learning programs and technology on campus.	• Curriculum Handbook • Course Description • Course Syllabi • SST Agenda/Minutes Student IEP's
World Language In our department, students are actively participating in collaborative assignments and are involved in hands-on learning using technology. This creates a student centered engaging learning environment. We are also beginning to use real-time formative assessment activities where we can receive feedback while students work. Immediate statistical data provides for student development and differentiation.	• Google Classroom (Forms/Docs) • Daily agendas • Assignments via • Chrome books • Promethean board • Kami • Screencastify • Peardeck • Desmos

CTE CTE instructors are typically more so of a guide on the side instead of the sage on the stage. We teach students a particular skill or craft and then let them have a go at it. Students may fail several times before getting it right, but that is expected and the best way for individual growth. Students are involved in hands-on learning and being taught in a work-like environment. Students must teach each other in some cases to help them explain in their own words how to complete a task. CTE instructors are offered and encouraged to participate in industry work learn/experiences. This allows us as industry professionals to stay current with technology that can be used in the class. Many of our CTE instructors are actively engaged in current industry work outside of the classroom. The lessons provided by the instructor directly correlate, or are influenced by, their experience working in the field. Students are engaged in leadership roles, teaching each other different roles of a production. We also model and guide students to maintain professional skills such as eye contact, manners, and great customer service across all areas of CTE content.	● Projects ● Performance Based Assessments
PE The Physical Education Department focuses on muscular endurance, muscular strength, cardiovascular endurance, cardiovascular strength and flexibility at least twice a week to help prepare our students for the Physical Fitness Test.	● Stretching Routines ● Interval Training ● Long & Short Distance Runs ● Sit Ups & Push Ups
Visual Arts The Visual Arts department facilitates learning through various activities by using hands-on projects that are created through teacher demonstrations and application. Various resources are used such as, Google Classroom, Google Drive, Google Slides, Padlet, Youtube, museum links, teacher made demo videos, and teacher-made resources.	● Teacher Demonstrations ● Google Classroom ● Mixed Media ● Pottery Wheel ● Technology ● Adobe Applications ● Art Museum Links ● Visual Art Posters

Creative and Critical Thinking

Evaluative Statement
At Bellflower Middle/High School the school is somewhat effective in ensuring that all students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook. All students have the opportunity to engage in creative and critical thinking, but performance levels show that some students need to improve in these areas.

Findings	**Supporting Evidence**
Teachers and departments are encouraged to engage students in field-based learning based on their content area. AVID students attend college and career field trips, 8th graders have the opportunity to go on a Washington DC trip, and CTE students attend various events to name a few.	● Field based learning paperwork ● Student reflection assignments
English The middle and high school ELA department has students demonstrate knowledge in a variety of ways including by using technology. Classes provide students with the opportunity to write about a variety of subjects, focused on practicing the academic forms (analytical, argumentative, expository and narrative). Students are immersed in core narrative and expository texts, and are taught to read both primary and secondary source material closely. Some student's IEPs specify accommodations and modifications related to demonstrating knowledge.	● Google classroom ● Google Forms ● Google Slides ● Google Docs ● Chromebooks for each students in each class ● Screencastify

	● Kami ● Kahoot
Math Math application comes in the form of real-world problems solving, and for higher math using TI-89 graphing calculator. Students are presented with a situational problem that can be modeled as an equation/graph and use that to help solve the problem. While we strive to provide more application problems, students still struggle with the processes required to solve problems and as such, more direction is required for students to enhance their critical thinking abilities. Some topics lend themselves to more hands-on projects that allow students to demonstrate their creative and critical thinking skills. We complete performance tasks for some units that are completely based on a real life scenario. We continue to work to offer more opportunities, however, more guidance for students is needed with the procedural methods and less time is therefore used for this aspect.	● Classroom lessons/observations
Social Science Both middle and high school departments allow students to demonstrate creative and critical thinking by incorporating sketch notes, Variety of PBL, Civics Projects, use of online instructional activities. Both middle and high school Social Science departments mostly offer students the chance to demonstrate knowledge by meeting the standards on assignments (activities), assessments, projects, and review games.	● Simulations ● Use of technology ● Socratic Seminars ● Investigations (Essential Questions, Problem Based Learning Activities, Inquiry Analysis, Civil Dialogues, etc.)
Science Our department incorporates use of technology like Chromebooks, and the use of online websites and programs like Explore Learning (Gizmos). We also scaffold the content and material, to try and differentiate it for the students. We incorporate articles and reading into our instruction, through STEMScopes, which allows students to adjust the lexile level of the reading, as well as change to Spanish for EL students, so that all students have equal access to reading and content given to them. Students are tasked with creating questions that help to progress their scientific investigation. As they near the end of each unit or lesson series, they must develop and synthesize information to create models or tentative explanations for their findings from each investigation. Teachers integrate tools like Gizmos and STEMScopes into their lesson and unit planning to optimize student learning. Hands-on activities also create more opportunities for students to learn and/or demonstrate understanding. Students use technology on a daily basis to complete required tasks on Amplify. This includes analyzing diagrams, models and reading short passages. Labs are incorporated in each unit. The science department is effective in offering students different ways to demonstrate their content knowledge. This includes creating models, diagrams, one pagers, quizzes, unit exams, google slide presentations, research projects and write and share routines.	● Gizmos ● STEMScopes ● Google Forms ● PearDeck ● Claim-Evidence-Reasoning (CER) ● pHet Simulations ● Jamboard ● Blooket ● Quizizz ● Edpuzzle
RSP Special education teachers are given access to technology and curriculum used by their general education peers. Special education teachers use the Viewsonic boards, Google Suite applications, grade level novels and ELA Curriculum, IXL Math Supplemental Curriculum and Math core curriculum. Special education teachers are encouraged to use a variety of materials to meet student's needs. Students demonstrate knowledge in a variety of ways including by using technology. Some student's IEPs specify accommodations and modifications related to demonstrating knowledge.	● Google classroom ● Google Slides ● Google Docs ● Chromebooks for each students in each class ● Kami

World Language Students demonstrate creativity and critical thinking any time they communicate (speaking, listening comprehension, reading, writing) in the language studied. Students are asked to constantly interpret and present ideas.	● Classroom observations ● Projects
ELD Within the instructional setting, students engage in critical thinking activities through making connections between academic concepts and reading assignments with current events and subjects related to financial literacy, the benefits and advantages of monolingualism in the workplace, application of technology and ethical, moral and political discourse encountered outside of the classroom. Students regularly critique ideas and a variety of points of view on a wide range of topics first encountered in academic reading assignments. Students draw upon their own experiences from outside of the classroom to construct anecdotal pieces of evidence used in persuasive writing.	● Self-directed and guided research. ● Research based writing prompts ● Kami ● CommonLit.com ● Proquest.org ● Collaborative learning environment ● Bi Annual District Writing Assessment ● Purdue Owl Online Writing Lab
CTE Students have to adapt instructional materials such as lectures, readings, and technology by actually using the learning material in a mock setting. We have rooms on campus that are set up to model the real-world industries in which the specific classes represent, and students are provided a variety of opportunities to engage in real-world applications of the craft. Students can demonstrate their knowledge through various forms of mediums. It could be artistic such as video or hand crafted; it could be oral through speaking and demonstration. Students demonstrate their knowledge through graphic design orders, video projects, woodworking projects, robots, the design and efficiency of new vehicles. The real creativity that surfaces across all CTE courses is using critical thinking to solve a problem or build something so that the customer is satisfied.	● Classrooms environments
PE Students engage in physical learning activities that incorporate life skills and can be used beyond high school. Students are gradually led from warm-up activities to individual and team skill building. Once properly warmed up, students participate in activities to increase their knowledge of individual and team sports. All units end with competitions within their class and at times compete against other classes within their period. Teachers encourage students to be their best and push themselves to improve their skill and personal fitness. Pre and post assessments are given to students to track performance data. Data is reviewed individually with students.	● Team Sports/Activities ● Classroom Environment ● Tournaments
Visual Arts A variety of resources, material, and technology are used to teach key concepts in the Visual Arts curriculum. Students are engaged in learning activities by using Google Classroom, Google Drive, Google Slides, Padlet, Youtube, museum links to videos with teacher support. Students are encouraged to acquire higher level critical thinking skills and communicate effectively when describing their artwork and deciphering works of art across a variety of genres. Students develop technical artistic skills and engage in the creative process by operating a camera and studio lighting equipment, learning handbuilding techniques and throwing on the pottery wheel, and applying a variety of drawing and painting techniques.	● Student Presentations ● Student Artwork ● Portfolios ● Student Written Responses ● Student Oral Responses ● Student Written Critiques ● Use Various Apps ● Self Reflection

Application of Learning

Evaluative Statement
Bellflower Middle/High School students are somewhat effective in demonstrating that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. All teachers and subjects use the depth of knowledge (DOK) wheel to plan and teach lessons to give students the opportunity to apply knowledge at higher levels and extend learning opportunities. Some students still need to learn those skills in order to demonstrate mastery of the standards and content.

Findings	Supporting Evidence
English The English team has students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities by communicating learning outcomes through measurable standards and objectives, incorporating strategies that move students through the depth of knowledge levels, chunking content, scaffolding to support students who are at various levels, and guiding students to evaluate their own work and the (published) work of others.	● Common Rubrics ● Google Forms ● NWEA assessments ● Writing Frames ● Graphic Organizers for writing ● Common writing acronyms: A.C.E. T.A.G.S. AT"DQ"(PC). ● Collaborative scoring and review of instruction ● Sketch Notes ● Cloze Notes
Math Students must justify their choices in a task with multiple valid responses. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. We have more sections available to students pursuing the integrated math path that includes IM2 and IM3. The math team uses notes to help guide students to higher level DOK questions. We ask students to analyze completed problems and identify mistakes. From there they revise the work in order to fix the problem. We also do some explorations to help students investigate the relationships in certain formulas. We do hands-on investigations and higher level DOK type problems, however we could do them more often. Students still struggle with investigations, as they often want us to just tell them what to do.	● Lesson Activities ● Error Analysis Worksheets ● Desmos Activities ● Geogebra
Social Science In each course students are presented with various careers related to the topics being investigated. We also provide students with skills that will be needed for college and careers after graduation, such as the use of technology, critical and ethical thinking skills, collaboration and effective communication. Our department consistently meets expectations through bi-annual counselor visits to social studies classrooms to work on college and career goals.	● Career connections ● Civics Project ● Classroom Observations
Science The science department integrates different extensions of activities for students based on their level of understanding. Each extension represents a further level in DOK where students have the opportunity to demonstrate skills like synthesizing, hypothesizing, designing, and more. Students who have shown a deep understanding of the initial levels will be able to progress to higher levels of work. A common informal assessment that is used throughout the department is a Claim-Evidence-Reasoning (CER). This work requires students to take their prior	● Classroom Observations ● CER's ● Engineering Designs

knowledge about a topic and develop a sound, evidence-based argument. Students are scaffolded on this as they progress both through the school year and through each grade of science courses that they take. CERs can be implemented at the end of lessons and/or units, creating assessments that teachers can use to guide pacing and gauge class progress for that unit.	
RSP Students in special education may take a variety of classes based upon student ability. Students with IEPs have the flexibility to take SDC classes (smaller classes), RSP Co-teaching classes as well as general education classes. Students in general education and RSP Co-teaching classes are challenged with less restrictive settings. Students with IEPs may have a blended program depending upon strengths and needs. Students may take more challenging classes as part of their day and as evidenced in their IEP. In addition, each special education self-contained class contains a variety of learners, accommodations, and modifications to the curriculum that may be needed for students to either reach higher DOK levels or or to meet various abilities.	● Google Suite Applications ● IEPs
ELD The course work in ELD encompasses the development of academic skills necessary for application in post-secondary educational settings such as research and critical thinking. Moreover, soft-skills are developed in the ELD classroom setting that are applicable to academic, career, and social settings, such as: professional communication, working collaboratively, using productivity computer software, applications, and fostering social relationships with people of a variety of diverse and contrarian viewpoints. Many ELD students apply their socio-education and emotional learning development by engaging and participating on sports teams, Link Crew, ASB and campus clubs.	● Campus Club Membership ● Link Crew Participation ● CALAPS ● The entire Google APPS Suite ● ASB Membership and Service ● Sports Team Participation
CTE Student work is scaffolded in a way which their learning material builds up into a final piece of work. Each course has a workload that introduces increasingly challenging tasks to improve student understanding. CTE programs rely on partnerships with employers to deliver content and provide learning opportunities outside the classroom. Employers provide information about the knowledge, skills, and competencies needed for career progression in the industry clusters; offer real world examples of industry problems and challenges for students to resolve; donate and provide technical equipment; and often supplement instruction by adding their industry expertise to the material covered by CTE faculty. We have a CTE Advisory Board that meets twice a year with industry stakeholders to guide our program.	● Portfolios ● Student samples ● Company partnerships
PE Physical Education students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities by participating in team sports and working together to compete against other teams. Teachers communicate learning outcomes, standards and lesson objectives and incorporate strategies that move students through the depth of knowledge levels, chunking content, scaffolding to support students who are at various levels, and guiding students to evaluate their own skill and knowledge.	● 3 week unit activities ● Teacher Lesson Plans ● Pre/Post Student Assessment ● Tournament
Visual Arts Students are expected to acquire higher level critical thinking skills and communicate effectively through the artistic process. Students apply practical application of skills learned in the Visual Art classes. Students imagine, plan, and create by applying the Elements of Art and Principles of Design. Students investigate and apply visual arts terminology across multiple genres of Art. Students engage in the process of art criticism to discuss works of Art throughout history and aesthetic experience.	● Google Drive ● Student Portfolios ● Student Artwork ● Student Presentations ● Art Museum Links ● Google Arts & Culture App ● Google Classroom ● Google Forms

Career Preparedness and Real World Experiences

Evaluative Statement
Bellflower Middle/High School is effective in giving all students access to and engaging in career preparation activities.

Findings	Supporting Evidence
English In order to engage in career preparation activities or real-world experiences, students in high school ELA classes practice life skills including reading, writing, verbal communication, organization, technology use, and collaboration. Students are also given opportunities to utilize these skills in common real-world situations. High school students are given the opportunity to learn to properly fill out applications and write cover letters. The middle school English Language Arts department is somewhat effective in offering real-world experiences and career preparation activities; although we practice skills that will help students in careers and the real world, connections to specific careers and hands-on real-world experiences are lacking.	• WICOR Strategies • Reading Informational texts • Writing essays, letters, speeches, and other work-place related styles • Completing cover letters and applications • Use of work-place technology platforms
Math Students are asked to look into credit cards, loans, savings and other topics that they might encounter as they move forward after high school. In Computer Science students will learn tools to code and work with computers in a computer engineering format. We continue to discuss how we can show students the relevancy of math in their everyday life and how they will use it for different careers. The middle school offers a coding club to encourage students to grow and develop a skill set geared towards certain career and college opportunities. The department also participates in Hour of Code in the second semester. A day where every student in the middle school participates in a coding activity that allows them to see the different ways math is used outside of the classroom-specifically geared towards the video gaming industry as that is an interest at the middle school level. As a department, we are looking into finding different strategies such as guest speakers and field trips that would help students see the different options available in the math field.	• Course Descriptions/Course Catalog • Upcoming Course Requests (submitted in the 21-22 schooly year) • Hour of code website • Club offerings via school website
Social Science The Social Science department offers AP courses for most of the high school subjects in order to give students the skills that historians use to interpret the past. As a Civic Democracy School, Social Science classes provide opportunities for students to become critical thinkers through the use of historical thinking skills such as causation, change and continuity over time, and interpreting the past to analyze the present. Many of these skills can be applied to real life situations and jobs.	• Civic Democracy Projects • Analyzing primary and secondary sources, • Socratic seminars • Class discussions • Civil Dialogue
Science The online resources that are used by the department include work that places students in the role of scientists in the real world as they try to approach or solve a conflict or problem posed to them. These are typically the anchoring phenomena for each unit and lead the students in their investigations. Some crews within the departments have content that is mainly tailored toward students' current or past life experiences, while others utilize and integrate experiences of real life scientists or jobs beyond the high school level.	• Career Connections • Real world phenomena based curriculum
RSP Special education students can become clients of the Department of Rehabilitation (DOR) through our transition specialist on campus. Our transition specialist on campus works with the DOR to help students obtain jobs while in high school under	• IEPs • Department Rehab. Applications • SDC Business Math

the direction of the DOR and BUSD community partnerships. In addition, each 16 year old student with an IEP has a transition plan included in their IEP which is generated by student needs and goals. Students also have at least 2 transition goals included in their IEPs when they are 16 years old (and above). Both RSP + SDC students also have the option of selecting Business Math as an elective or as Math credit as a junior or a senior. Curriculum like personal finance and how to be an adult 101 is used to support student's transition to adulthood in addition to incorporating Business Math practices. All case carriers are mandated to have transition goals and assessments as part of student IEPs for students who are 16 years old and up.	• Course Content and Curriculum • Special Education Site Google Drive/Transition Resources
World Language World Language classes prepare students for college entrance as they are part of the A-G requirements. Understanding others' perspectives is a central theme throughout World Language studies. This skill is practiced daily and teaches students how to collaborate and communicate with others. Students are engaged in reading and writing activities in the world language which helps them improve in these areas in English. At the higher levels, students are taught to write formal emails and communications at a professional level. The whole curriculum provides consistent opportunities to prepare for real world experiences.	• Course description • Class syllabus • Textbook table of contents • California State Standards • ACTFL standards

CTE
The CTE department's biggest strength is preparing students for the real world or a career. All CTE instructors have students create a cover letter, resume in preparation for a mock interview. We also provide support and practice with professional skills such as social media etiquette, calling in sick to work, writing a professional email, self-regulating during times of frustration that results from work or customers. These skills are applied and practiced in our mock-industry modeled classrooms. In addition, our students have the opportunity to get certifications that are recognized in real industry. The following certifications are offered and are achieved by many each school year.
 	
All CTE courses offer exposure to various careers and pathways within the field through field trips, guest speakers, Career Guide magazine assessment (diagnostic test to determine interests), and the personal experiences shared by our qualified instructors. We are currently in the process of creating internships within various industries so that students can practice their skills outside of the classroom and in a real industry setting.
	• BUC TV
	• Medical Careers
	• Creating projects that meet customer satisfaction
	• Fixing cars
	• CTE Certifications
	   • Food-Handlers Certification
	   • Restaurant Manager Certification
	   • OSHA-10 Certification
	   • ASE Certification
	   • Certified Clinical Medical Assistant (CCMA)
	   • Athletic Trainer Hours
	   • CPR/First-Aid Certification

PE Students engage in career preparation activities or real-world experiences by practicing life skills including aerobic exercise, anaerobic exercise, verbal communication, organization, team work, and collaboration. Students are given opportunities to utilize gained skills in real-world activities. Students are given the opportunity to learn to properly participate in team settings and collaborate with teammates to problem solve and communicate effectively.	• Team Sports/Activities
Visual Arts In the Art classes, a variety of career paths will be looked at as possible future artists in the field of Ceramics, Drawing & Painting, and Photography. Students gain an appreciation for the Visual Arts as we discuss how art influences our perception and human experience across cultures. Students experience the opportunity to interpret art by analyzing the use of the media, connect and learn about museums through field trips. Every year students have the opportunity to enter various art competitions that allow students to express themselves and their community.	• Google Classroom • Presentations • Field Trips • Museum Links • Visual Arts Competitions

ACS WASC Category C. Learning and Teaching
Synthesize Strengths and Growth Needs

The three preliminary major student learner needs based on the school's student/community profile is to improve student achievement in ELA at all grade levels and population subgroups, improve student achievement in math in all grade levels and population subgroups, and increase the amount of students meeting A-G requirements. In addition, based on focus group C findings, another area of growth is for our school to continue to use standards, expected performance levels, and critical thinking to close the performance gaps for all students using academic support systems and researched based teaching strategies. Teachers also need to continue to challenge students to demonstrate application of knowledge and extend learning opportunities using the DOK wheel, and show mastery of the standards and content.

These areas of growth are directly related to SPSA Goal #2: provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready. All SPSA site goals in this area are related to providing all students with quality instruction using research based strategies to support all student achievement in ELA, Math, ELD, College/Career, and Civic Democracy. Based on our findings, next steps are tied directly to strategy/activity 1 in goal 2 of the SPSA. Professional development needs to continuously be provided for teachers in the areas of content area state standards SII, ULD, Thinking Maps, and AVID methodologies and WICOR strategies to support all students. With proper continuous improvement student achievement should increase in all areas.

Areas of Strength

1. Bellflower Middle/High School teachers facilitate learning through a student centered approach using research-based instructional methodologies including differentiation and the integrated use of technology.
2. Bellflower Middle/High School teachers give students access to and engage in career preparation activities.
3. Bellflower Middle/High School provides students with opportunities to be involved in challenging and relevant work in the classroom.

Areas of Growth

1. Bellflower Middle/High School needs to continue to use standards, expected performance levels, and critical thinking to close the performance gaps for all students using academic support systems and researched based teaching strategies.
2. Bellflower Middle/High School teachers need to continue to challenge students to demonstrate application of knowledge and extend learning opportunities using the DOK wheel and show mastery of the standards and content.

CATEGORY D

ASSESSMENT AND ACCOUNTABILITY

Reporting and Accountability Process Criterion

Professionally Acceptable Assessment Process

Evaluative Statement
Based on the findings and data Bellflower Middle/High school's school leadership and instructional staff has effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

Findings	Supporting Evidence
Our school has many systems in place to collect, disaggregate, analyze, and report student performance data to all stakeholders. Department crews use common assessments and pacing guides to ensure all students have access to equitable assessments. Then, teachers use time in crew meetings to analyze the assessments results, share best practices, and reflect on areas of growth. Testing procedures can be both formative and summative in each content area. All Bellflower Middle/High School Staff are responsible for monitoring and assessing their own individualized and standards-based assessments aligned with the state standards pertinent to their content area. Teachers are supported with time to analyze data in Monday morning crew and department meetings and conference periods.	- Crew and department meeting sign in sheets and agendas - SchoolsCity STARS Suite - SchoolsCity STARS Suite +reports - Staff meeting agendas - CAASPP student reports - SARC - California Department of Education (CDE) website - NWEA MAP for Math and English - IXL for Math - Edulastic for Math - District Writing assessments for English - Fitness test for PE - STEMscopes for science
Assessment data is available to teachers and administrators using a multi-functional data system, SchoolCity STARS, to assist in making data-driven decisions. SchoolCity allows teachers to review and report test scores, analyze scores, and plan instruction. ELA teachers administer writing exams on SchoolCity once during the fall and once during the spring, then input scores in order to monitor and analyze student growth between the two semesters. SchoolCity is still relatively new in our district and school closures put this platform on hold. Currently, content specific TOSA's at the district office are creating other standards based assessments for other content areas: Science, Math, and History. Prior to SchoolCity, Bellflower Unified School District used DataDirector as their data source.	- SchoolsCity STARS Suite - SchoolsCity STARS Suite reports - DataDirector Reports - DataDirector website - SBAC Interim (Math) - IXL Diagnostic - NWEA - AERIES for scores/reports
All teachers at Bellflower Middle/High School use and maintain the ABI/Aeries.Net (Aeries Browser Interface) gradebook system. ABI also serves as Bellflower's online attendance program. Administrators, parents, teachers, guardians, attendance clerks, and all clerical staff have access to attendance data. Data can be used for SART, SARB, and DA hearings. The system provides administrators, teachers, parents, guardians, and stakeholders within the community, clear accessibility to student grades and attendance. This reporting system allows for a great level of informed communication and transparency between all educational partners. In the past three school years there has been a push by all educational partners to get more students and parents enrolled in and using AERIES student and parent portal as the primary means of checking student performance in all academic classes. Currently 96% of our parents and 83% of our student population are enrolled and	- Aeries.Net/ABI training - Aeries.Net Handout - Aeries.Net/ABI Login - Report Cards/Progress Reports mailed home - Weekly Progress reports - Blackboard Communications

have access to their grades through the AERIES portal. At the beginning of each school year Bellflower Middle/High School counselors will visit each grade level for classroom presentations. During the presentation AERIES Portal information may be reviewed. Specifically, every 7th grade student is walked through the process of creating a new student AERIES account to monitor grades. All new enrolling students have an orientation with the registrar and the counselor on the first day of school.AERIES parent and student portal information is given to the families to create accounts. AERIES portal instructions are found on the school's website under the parent tab. Students can also make an appointment with their grade level counselor, if they need assistance in setting up their AERIES student portal.	
Parents are well informed of their student's progress at Bellflower Middle/High School. Semester grades appear on student transcripts; progress reports are submitted on the AERIES Browser Interface (ABI) at six-week intervals, and they are readily accessible to parents. Parents can check ABI at their convenience to keep up-to-date on student progress. Teachers and counselors also try to be proactive by communicating with students and parents about students that are struggling in order to help improve their academic success.	● Report Cards/Progress Reports mailed home ● Weekly Progress reports ● BUSD website ● Bellflower Middle/High School website ● blackboard
Individual student results for SBAC, NWEA, AP (Advanced Placement), and ELPAC exams are sent to parents by the district and/or test vendors. The collective scores are also reported in the annual School Accountability Report Card (SARC), on the school website and in local newspapers and websites.	● AP student reports ● AP Subject Score Reports for teachers ● CELDT data ● Aeries.Net/Parent Portal ● California Department of Education (CDE) website
Counselors meet regularly with individual parents and students to discuss grades, graduation requirements, and necessary intervention programs available for credit recovery.	● Counselor notes
In the fall of each school year, the principal presents the school performance data and analysis of data to the entire faculty and staff.	● Staff presentation ● Faculty meeting agenda
The Single Plan for Student Achievement (SPSA) is presented to the School Site Council (SSC) for input and approval each year in May.	● SSC meeting minutes and Agenda

Basis for Determination of Performance Levels

Evaluative Statement
Bellflower Middle/High School is somewhat effective in determining a basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Some departments have consistency across content areas and are horizontally aligned, however there is no vertical articulation with regards to grading practices beyond the A,B,C,D,F grading system.

Findings	Supporting Evidence
BHS uses the traditional A,B,C,D and F grading system to determine final grades for students. An area of focus since the last visit has been the book, *Grading for Equity,* by Joe Feldman. Some teachers and departments have piloted and incorporated these grading practices to help improve equity in the classroom. Counselors have monthly meetings to discuss and monitor student growth and performance levels.	● Student report cards ● Teacher grade books ● Counselor student meeting notes

Final grades are determined by the teacher and grades are uploaded into AERIES. BHS uses grades and assessments to determine eligibility for Honor Roll, ELD reclassification, Honors Classes, etc.	
After the last WASC full self-study, some PLCs created common grading systems, assessments, and projects. Teachers within those departments work together to determine what constitutes mastery of their content standards. Departments also use common rubrics to grade essays, reports, and major assignments or projects. Assessments are currently being created by district TOSAs on SchoolCity and will be used in the coming years as common assessments in all departments, English is the only department currently using SchoolCity. This platform allows teachers to report and review test scores and analyze data to inform instruction. Staff and faculty can also access yearly progress of CAASPP, CTS, API, AYP, CAHSEE, ELPAC, and PFT tests to determine performance levels.	● Department grading rubrics ● Common assessments ● Crew data analysis
English The English department uses NWEA, District Writing Assessments, and various class activities to determine student performance levels. Categories such as; homework, test/quizzes, and skill/writing are used by each teacher to determine mastery. This is used to discuss student successes and areas of growth during collaborative scoring professional development, common assessments, and assignments to monitor student growth for specific skills associated with essential standards. The English department has common rubrics, some of which are provided by BUSD. Other common rubrics include SchoolCity quarter exams, SBAC rubrics, and literature tests for novels and short stories. By administering the district writing assessment and common assessments the English department is able to ensure consistency in monitoring student growth.	● NWEA MAP growth ● SBAC Scores ● District Writing Assessments rubric ● Interim Assessments via CAASPP
Math The math department has split grading profiles with each PLC. IM1 9th, IM1 10+, IM2, IM3+ have each chosen slightly different grading standards to be customized with their specific population. IM1 9th has chosen to retain the traditional 60-100, 10% grade letter breakdown, but has changed its grading categories to standard clusters as indicated by the text chapter. Using IXL as a mastery based exercise has also allowed us to reduce time spent on traditional assessments. The math department has common assessments, common rubrics, and common scoring guides. These are determined by discussions within the PLC and are discussed amongst teachers. Strategies and resources are discussed in order to benefit all students. Based on the book, *Grading For Equity*, some math teachers are using strategies such as test corrections to show a student's concept masteries instead of homework/test completion rates by the end of each semester. This is an experimental strategy for the 2022-2023 school year and will be reevaluated at the end of the school year.	● Common assessments ● Common rubrics ● Scoring Guides ● NWEA MAP Growth ● SBAC ● IXL Diagnostics
Social Science The middle and high school History/Social Science Department uses a variety of methods to determine performance levels. Grade and content level teachers work together to create standards based assessments, projects and assignments. Many classes also create and use similar grading policies to assist in determining performance levels.	● Course syllabi ● Tests ● Projects ● Assignments
Science The high school science department does not have common grading practices within the department, some teachers use different categories to determine students' final grades. They do however have consistent grade standard percentages. Some teachers weigh their tests accounting for 70-80% of their gradebook, others assign different values to assignments.	● Common Assessments ● PLC/Crew Meeting Agendas

The Biology Crew has common assessments, rubrics, and scoring guides. All Unit Assessment CERs are scored using the same rubric, and assessments are curved the same as well. The Biology Crew is now using an identical curriculum with all Biology students and teachers. Students can transfer between teachers and the assignments and gradebooks match almost exactly. During Biology Crew meetings, we review common assessments before they're administered, and after, looking at the data for inconsistencies, effectiveness, rigor, and anomalies. The middle school science department uses a common grading scale in all science classes. Teachers use a weighted grading system to determine student grades. The middle school science department also uses Amplify science rubrics to score CER's and modeling tools when assessing student performance levels. These progress build levels are broken up into three categories: progress build 1 (standard not met), progress build 2 (standard nearly met), and progress build 3 (standard met). Common assessments are given at the end of every unit and analyzed in crew meetings to determine students' mastery of the standards.	
World Languages The world languages department uses common categories and weighted grades. The department also uses book exams with common rubrics to determine performance levels. During PLC and crew meetings they talk about the performance levels of students and informally identify areas of strength and improvement.	● Common assessments ● PLC/Crew Meeting Agendas
RSP RSP student grades and performance levels are determined by the general education teachers on their schedules. In SDC classes, there is generally only one teacher per subject, these teachers design their own grade categories and assessments based on student accommodations and modifications. Student's final grades are determined by the classroom teacher's gradebook breakdown, with the exception of students with specific accommodations and grading modifications based on students' IEP goals.	● Aeries Gradebooks ● Student IEP and 504 plans
Physical Education The physical education department uses two categories to determine grades, participation and final exam. The PE department uses fitness workouts aimed at increasing students' progress if students participate weekly. Students' ability to learn skills and different sports are also used to determine performance levels.	● Fitness workouts ● California Physical Education Standards
Visual Arts The visual arts department created and uses generic rubrics addressing common vocabulary between courses of photography, drawing and painting, and ceramics. Final marks are determined by the student' performances on written responses to prompts, quizzes and exams, created projects, as well as observations of student engagement during class. Quizzes and exams are available in both hard copy and digital formats (Google Forms). Evaluation and analysis of student generated projects (photographs, drawings, paintings, pottery and sculpture) during in-class discussions (both verbally and/or written). Anecdotal teacher observation of students' daily engagement in course responsibilities. Beyond the common vocabulary utilized in the analysis and evaluation of artworks aesthetics, each subject matter contains its unique vocabulary, techniques, and assessments.	● PLC/Crew Meeting Agendas ● Common Rubrics ● Common Assessments

Monitoring of Student Growth

Evaluative Statement
Bellflower Middle/High School is somewhat effective in monitoring student growth. BHS assesses students and analyzes students' achievement to inform decision making, but not all content area departments have sufficient documentation showing students' areas of strength and growth. In addition, teachers teach multiple courses and have to attend one crew meeting or another during Monday meetings, and therefore are not always involved in every discussion.

Findings	Supporting Evidence
Teachers check in with students frequently using formative and summative assessments to determine and monitor all students' growth and progress toward meeting academic standards and college and career readiness indicators. The monitoring of BHS Schoolwide learner outcomes are embedded into all teachers lesson plans and can be seen by students working in the classroom. The school's SLO's were revised in the 2021-22 school year and teachers and students are beginning to use the new terminology in the classroom. AERIES is referred to when teachers and parents communicate about grades, assignment completion, work habits, etc. Aeries is also used to determine students' progress toward meeting graduation requirements, college admissions.	• Standards based assessments • Informal Classroom Assessments • Aeries • School SLO's • California Dashboard, EdData, and Dataquest data
ELPAC results are used to reclassify ELD students. Students are required to have an overall score of 4 in order to reclassify. Students in special education combine their scores in addition with other test scores to reclassify through alternative reclassification.	• ELPAC scores • ELPAC data • Reclassification data
SBAC results are used to guide the learning and teaching at BHS. The results of this assessment show what academic standards are students' areas of strength and growth. Teachers use these results to make data-driven decisions. Prior to school closures teachers and departments used the results of the SBAC to help revise their pacing guides each year. Currently, teachers look at the SBAC scores, which are low, and are using informal and formal assessments in their classrooms to guide their instruction and increase student achievement. Students' SBAC scores were trending down this last school year coming out of the school closures, but there are instructional systems in place as mentioned in section B and C that will increase these scores in the coming years. In conjunction with ELPAC scores to determine Alternative Reclassification for our students in Special Education, each department analyzes state testing data, and each crew has their own common assessments and system to analyze data and monitor results and impact on student success. In addition, the district recently implemented a PLC collaboration tool. This is a uniform document to be used in all crews to assist in building common unit plans, common assessments, and analyze and monitor student achievement that is uniform in every subject area and grade level. This is new to Bellflower Middle/High School as of 2021-2022 school year.	• SBAC results • Pacing Guides
The counselors along with the curriculum and instruction department review reports on AERIES constantly to monitor student growth and achievement at Bellflower Middle/High School. Counselors build four year plans for high school students and review and place students into summer school and/or credit recovery classes if they are not on track to meet A-G requirements. Counselors also meet with every student during registration to plan course schedules based on college and career goals.	• Student four year academic plans

English The middle and high school English department uses the NWEA test, District Writing assessments, and final exams to monitor all students' growth and progress toward meeting the academic and college and career readiness standards. NWEA Growth Assessments, replaced District Interim Assessments in the 2020-2021 school year. Collaborative scoring workshops for district writing assessments allow teachers to score the assessments and analyze the data to inform decision making. The district did not have any scoring workshops during the 2020-2021 school year due to school closures. This practice continued in the 2021-2022 school year. The English department has key benchmark standards in Common Core in which they use as a driving mechanism behind their lessons. The English department used backwards planning to determine important standards to teach and the appropriate research based strategy for students to show proficiency. Analyzing the data from these common assessments is another way that the English department monitors student progress and achievement. However, more time is needed to analyze all common assessments in order to be highly effective.	● NWEA MAP Scores ● District Writing Assessment Scores ● Common Assessment Scores
Math The middle and high school math department uses NWEA, checks for understanding (quizzes), unit tests, and IXL to monitor student growth and achievement in all areas; this started during the 2020-2021 school year. Prior to that the math department also used SBAC and IAB's to measure growth and achievement. NWEA tests are given twice per school year in all math classes in the same way English gives this assessment. Professional development is offered to math teachers for the NWEA tests and teachers analyze the data in their Monday morning PLC meetings. New to the 2021-2022 school year, the NWEA test scores are linked with IXL to make it more accessible to teachers and students. This makes it easier for teachers and students to monitor their growth and progress towards the CC state standards. Besides NWEA and IXL, students are informally assessed in the classroom daily. Students are encouraged to explain and justify their reasoning and strategy in writing and speaking. Students are also taught and expected to have discussions justifying their answers and giving reasoning to respectfully disagree with their peers and practice active listening. These skills are aligned with Common Core Mathematical Practices and the math department monitors student progress and growth using in class feedback and assessments.	● NWEA Unit Test Scores ● IXL Data ● SBAC Scores ● Informal Classroom Assessments
Social Science The social science department uses common assessments, quizzes and group projects to monitor students growth and achievement. Each crew looks at student progress throughout the quarter or semester to see if grades are progressing and look for any correlation between homework, quizzes, and tests that could help teachers improve instruction.	● Common Assessments ● PLC/Crew Meeting Agendas
Science The high school science department has adopted the three-course model at the high school level to cover the NGSS Standards. The Science and Engineering Practices embedded in the NGSS allows our students to meet the schoolwide learner outcomes. The plan for our students is to take Biology, Chemistry, then Physics. Incorporated in these three courses are the NGSS Earth Science Standards. This course sequence ensures that students are getting a complete science education and will be prepared not only for the SBAC CAST test, but also college and career ready. In addition to the Science and engineering practices mentioned above the middle	● NGSS Science and Engineering Practices Framework ● Formative and Summative Assessments ● Common Assessments ● PLC/Crew Meeting Agendas

school science department uses formative and summative assessments to monitor the growth. Each grade level uses end of unit common summative assessments with embedded SBAC level questions. Throughout the science units teachers use science and engineering practices from the NGSS framework as formative assessments. These include developing models, planning and carrying out investigations, analyzing and interpreting data, and constructing explanations to name a few. In crew meetings teachers look at the common assessment data to inform their decision making and teaching strategies to improve student achievement.	
World Language The World Language department is constantly discussing D/F rates to determine how to best increase student achievement. All World Language students are required to read and write on a daily basis in class, these assignments are used as assessments.	● Aeries Gradebook ● PLC/Crew Meeting Agendas
RSP Students in RSP are placed in co-taught classes in math and English classes. Student work samples, informal assessments, classroom accommodations, and IEP goals are used to monitor student growth and achievement in the classroom. All RSP students also participate in district and statewide testing. SDC students at BMS/BHS receive the same access and support for their specific individual learning outcomes based on their needs. Students are required to meet the same graduation requirements as all other students at BHS. RSP case carriers are responsible for monitoring student grades in their core classes. They also look at SBAC, NWEA, and district writing assessments to monitor student growth and achievement. In addition, students are given an individual horned test as a baseline of their grade level in reading, math, and writing.	● Horned Test Data ● Student work samples ● Student IEP's and 504 Plans
CTE The district and school collects data into AERIES and tracks student completion rates of each CTE pathway offered at BHS. All of this information is then uploaded by the district to CalPADS. Then the California Dashboard is updated each year to monitor growth.	● Aeries ● CalPADS
Physical Education The physical education department assesses student growth and achievement by teaching students a sport or skill, then having students play the actual sport or perform the skill. The goal for PE is to get students physically fit, but writing assignments are also embedded into their curriculum and used periodically.	● Classroom Observation ● Aeries Gradebooks
Visual Arts Individual visual arts course teachers create rubrics based on the assignments and referencing the standards to measure students' understanding. Assessments are administered, collected and monitored through Google Classroom, Google drive folders, and printed materials. Writing prompts, written research assignments, as well as anecdotal and informal in-person conversations utilizing course vocabulary and concepts are used to monitor and improve student achievement in relation to meeting the college and career readiness standards.	● Common Rubrics ● PLC/Crew Meeting Agendas ● Common Assessments

Assessment of Program Areas

Evaluative Statement
School leadership at Bellflower Middle/High School periodically assesses programs, expectations, graduation requirements, credits, and course completion by meeting with students regularly. Some teachers and departments regularly assess homework and grading practices based on our site book, *Grading for Equity*, but this can be improved to include all teachers and departments. There is little collaboration with district/site leadership over homework and grading practices based on the teacher's contract giving teachers academic freedom. Overall, Bellflower Middle/High School is somewhat effective in meeting this indicator.

Findings	Supporting Evidence
Bellflower Middle/High School district leadership, school leadership, and instructional staff use different state, district, and school data such: as A-G rates, graduation rates, student transcripts, and teacher homework and grading policies to ensure student needs are met through a challenging, coherent, and relevant curriculum. Counselors meet with students multiple times per year to complete a transcript review and the school leadership meets regularly to review data and discuss ideas for programs and classes that may be needed on campus. These meetings help determine who may need credit recovery classes, high school continuation school transfer, or AB104 graduation status. As seniors students are monitored carefully and certified letters are sent home quarterly to keep families up to date on student performance and areas of focus. New during the 2022-2023 school year, counselors are now in charge of grade level students. This ensures that students of all grade levels are at the highest priority and receive the support needed. Before counselors were assigned by last name and some students were not getting the same attention as other students.	• CA Dashboard Data • EdData • Dataquest • Student Transcripts • District/Site Articulation Agreements
English The English department works on grade level scope and sequence in their crews to determine texts and common assessments to assess student needs. Homework and grading policies are aligned and used by every middle school teacher. High School English teachers have their own grading and homework policies. As a PLC teachers determine gradebook categories and weighted percentages. District writing assessment rubrics also provide opportunities to calibrate grading approaches at workshops and professional development. Co-teaching courses, general education, and advanced pathways are created to ensure students are accessing the curriculum in ways that are uniquely challenging to them. Department and Crew Meetings are used to have conversations and planning time to align expectations among grade levels and teachers to ensure students' needs are met through a challenging, coherent, and relevant curriculum. Some assessment of our programs and expectations is done informally. Because the English department is focused on reading and writing, they want the texts our students read to be culturally relevant and sensitive. As a result, teachers may make changes to what and how we approach texts and topics. Some classes may be more mature than others, so teachers make changes as needed. English teachers meet as a PLC and work together to determine expectations and assess the program to ensure needs are met. Teachers look at writing samples, text dependent questions for comprehension of stories and novels, class quizzes and exams, and final exams.	• PLC meeting Agendas • Course Syllabi • Grade Level Scope and Sequence • Aeries Gradebooks
Math In the math department pathways are revised annually to ensure courses are	• PLC Meeting agendas • Crew agendas

available for students to meet graduation requirements as well as the A-G requirements for four year college bound students. High school math teachers decide as a subject their grading policies based on student achievement and grading for equity. During the 21-22 school year the high school math department introduced changes to their grading structures appropriate for each content to conform with equitable grading practices such as mastery based tasks and grading. Middle school math department uses a grading scale in which assessments are weighted at 50-60% of the student's grade. Based on student mastery of common assessments, teachers individually determine if retakes or test corrections are needed based on student achievement. Math teachers meet formally and informally throughout the school year to discuss curriculum, assessments, homework, and grading policies. Informal meetings other than the scheduled Monday morning meetings are often used due to multiple math teachers teaching multiple math courses.	● Aeries Gradebooks ● Course Syllabi
Science Based on information presented to us in the book, *Grading for Equity*, several teachers in the middle and high school science department have made significant changes to their grading policies to ensure that a grade is earned based on what was learned, as opposed to when work was completed (ie. late work), behavior in the classroom, or attendance. Many teachers have done away with late work penalties, allowing work to be completed at any time during a grading period, and retakes of assessments like quizzes and tests. Grades are not heavily dependent on homework, but rather unit assessments, and performance tasks such as completing a scientific experiment as well as the data analysis, explanation construction, and scientific arguments (CER's).	● Master schedule ● PLC Agendas ● Crew Agendas ● Aeries Gradebooks ● Course Syllabi
Social Science Homework and grading policies vary among content areas, grade levels, AP and honors courses and general ed classes in the History/Social Science department. Due to the new block schedule, most classes are providing additional support by embedding homework into the class day. PLCs analyze common assessments and teachers adjust their teaching accordingly. Due to the ongoing textbook adoption process, we will be working on lesson and unit plans to align with the new textbooks, the P21 Framework, and the C3 Framework.	● Shared google drive folders with common assessments and lessons ● Grade level Civic Democracy projects.
World Language The World Language department grading and homework policies are discussed at the beginning of each school year during scheduled PLC meetings. The department is attempting to grow by recruiting and encouraging students to take higher levels of world languages.	● Master schedule ● PLC Agendas ● Crew Agendas ● Aeries Gradebooks ● Course Syllabi
RSP RSP students have to meet the same graduation requirement as all other students; but have access to various supports based on their IEP or 504 plans. Students have access to a transition specialist to assist them with postsecondary goals. IEP teams convene to discuss a student's transition when students near 16 years of age. Students may have modified homework and grading policies based on IEP team discussions in order to access any curriculum to the fullest extent possible. In addition to counselor meetings, case carriers also met with students to discuss transcripts to determine student progress towards meeting graduation requirements.	● IEP meeting notes ● Student IEP's ● Classroom observations of accommodations
CTE Each year the administrative staff and teachers look at each CTE course and evaluate the effectiveness of each class by looking at student interest, student grades, and completion rates to determine if any changes or adjustments need to be made to increase student success. Many new CTE courses are in year one or two of implementation and will be evaluated further after the 2022-2023 school year.	● Master schedule ● PLC Agendas ● Student Data

Physical Education The Physical Education department has discussions with students at the beginning of each year discussing graduation requirements. The grading policy is consistent throughout the middle and high school classes with 80% being participation and 20% is based on the final. Program expectations are assessed based on performing a specific skill or understanding a sport that is being taught.	● Master schedule ● PLC Agendas ● Crew Agendas ● Aeries Gradebooks ● Course Syllabi
Visual Arts Individual Visual Arts course teachers create project based assignments that address and expand on students' knowledge and understanding of historical and contemporary creative expression. Since each visual art class stands alone, all homework and grading policies are determined by the teacher.	● Master schedule ● PLC Agendas ● Crew Agendas ● Aeries Gradebooks ● Course Syllabi

Schoolwide Modifications Based on Assessment Results

Evaluative Statement	
Bellflower Middle/High School is effective in using assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. Although, since school closures these changes are still early in their implementation phase, increased student achievement will be a result of these changes moving forward.	
Findings	**Supporting Evidence**
School administration team uses state assessment results to determine what resources our school, staff, and students need, and adjust allocation resources if necessary. The school has restructured some departments on campus to better suit the needs of our students. For example, there are a large number of co-taught math and English classes on campus and RSP teachers have an additional monitoring period to assist students on their caseload.	● Panorama Student Survey ● SBAC Scores ● NWEA Scores ● School Budget
Based on school climate surveys, the school has hired two SEL counselors and a Dean of Climate and Culture. Student groups were also formed inorder to better receive input from students on a regular basis.	● Wellness Center ● Student SEL appointment form
The school uses assessment data to influence the types of professional development conducted during the school year for all staff. All staff participated in Marzano block schedule teaching practices in the 2021-2022 school year as the school changed to an eight period block schedule. This schedule change was much needed based on assessment and A-G data. The eight period day is best for students because it allows students to take extra electives/CTE pathways and credit recovery. In addition, staff participated in Coach Rudy's School Connect SEL curriculum training at the beginning of the 2022-2023 school year. Since the return from school closures, SEL has been a school, district, and state wide area of focus. This SEL curriculum allows for teachers to teach and monitor all students and provide interventions as needed.	● Marzano training sign in sheets ● School Connect SEL Curriculum
The school has also created new programs, Success Seminar and AVID schoolwide, based on assessment and school data to improve student achievement. Students who did not meet promotion requirements in 8th grade are automatically enrolled in the 9th grade Success Seminar. The goal for this course is to give students strategies to be successful in and out of the classroom. AVID's goal is to increase the amount of students meeting A-G requirements and being college and career ready upon graduation by closing the achievement gap for all students. Students are recruited and there is an application process to take the AVID course. Currently 40% of teachers are trained in AVID strategies the goal is to get 100% of staff trained in AVID methodologies.	● Success seminar curriculum ● AVID curriculum ● Training Data
Collaborative scoring for the District Writing Assessment in the Fall and Spring	● SPSA Goals, strategies,

semesters in ELA is used to analyze and address areas of strength and areas of growth in writing. This influences what areas of writing are focused and improved on in English classes.	and activities
The math department analyzes assessments results and students strengths and areas of growth for the Map Growth assessment. This helps teachers determine what standards students are meeting and what standards need to be retaught or built upon for the future.	• SPSA Goals, strategies, and activities

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Demonstration of Student Achievement

Evaluative Statement
Teachers at Bellflower Unified School District are somewhat effective in the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches as evidenced by classroom observations. Formative assessments give more timely feedback to students compared to summative assessments in most departments.

Findings	Supporting Evidence
The majority of our PLCs analyze data to guide, modify, and adjust curricular and instructional approaches. Math and English departments analyze on a more consistent basis given that they have district benchmarks and standardized state assessments. Other PLCs, such as CTE are less likely to have common assessments due to the fact that teachers do not teach the same subject. Overall, the majority of our PLCs analyze summative data to identify overall trends in student learning, whereas formative data is analyzed by individual teachers to adjust lessons as needed.	• PLC Meeting Agendas • Crew Meeting Agendas • Collaborative Unit Tool
English The middle and high school English departments administer the District Writing Assessment two times per year, the NWEA MAP Growth twice a year and the SBAC. The PLC and Crews meet to discuss data from these assessments. They begin with taking a look at what signifies work that is below grade level, approaching grade level, meeting grade level, and exceeding grade level. After looking at student work samples, we determine how many students fall into each category. Depending on student outcomes we continue with our plans or we reteach skills that may need to be revisited. Formative assessments are most often informally analyzed and used by teachers to adjust instruction in any given class period, whether that means re-teaching skills, embedding more practice, allowing for more time, implementing more scaffolds such as sentence starters/frames and chunking work. Teachers discuss and collaborate more with summative assessments.	• District Writing Assessment • NWEA Map Growth • Formative and summative assessments • PLC Meeting agendas • Crew Meeting Agendas
Math The middle and high school math department administer the NWEA MAP Growth in the early Fall and Spring Semesters. Data from the initial (Fall) benchmark assessment provides teachers with insight into overall strengths and weaknesses of student cohorts, which helps guide pacing and instruction throughout the year. Teachers also have access to IXL skill plans aligned with the NWEA findings. This allows teachers to assign specific IXL modules to address low proficiency levels (according to the NWEA MAP). Findings following the second assessment help	• NWEA MAP • IXL • SBAC scores • Pacing guides • Common assessments • Edulastic

teachers identify areas of growth in student proficiency. PLCs use this data (along with SBAC data) to prepare for the following academic year. This preparation includes: readjusting pacing, discussing successful practices/strategies, and revisiting essential standards. The math department utilizes a number of other formative and summative assessments to determine student and class progress, as well as to help determine reteaching opportunities.	
Social Science History/Social Science teachers work with each other and PLCs to analyze test scores, use projects and assignments to reteach and reinforce standards and concepts. Due to the nature of history classes, teachers use compare and contrast, continuity and change overtime and cause and effect to tie back to previous lessons and concepts.	- Study guides - Use of google form feedback - Kahoot - Quizizz
Science The high school science department analyzes data from each unit assessment to modify it for the next year. Whether it's a change in the performance assessment addressed, or the method in which we assess the performance assessment. We look for statistical anomalies, and areas that could use re-teaching. We determine if our lessons and activities are adequately preparing the students for the performance task, and whether our formative assessments need to be adjusted. The middle school science department has common unit assessments using google forms. We analyze the data in these google form tests, then have conversations about how we can continue teaching a particular topic or how we can improve our activities and instruction to meet NGSS standards.	- Unit assessments Data - PLC/Crew meeting agendas
World Language The World Language department shares results of our formative/summative assessments when they are low and talk about how to adjust our instruction and when to reteach a skill. Our department has many great ideas as we can share across curriculums. This is often done informally during lunch gatherings or in passing.	Common course assessments
RSP For RSP students assessment data is used to guide instruction to help fill in the gaps between where students are performing academically based on their qualifying disability and what the grade level expectations are. Summative assessments are used to determine if students are meeting the IEP goal in relation to the content standards. Case carriers look at formative assessments as practice. Using the data from formative assessments help determine the next steps the case carrier should take in the instruction process. Using data from both types of assessments allow SPED teachers to make an informed decision on how to create, modify, or adjust a student's IEP goal.	- IEP goals - Student Grades
CTE There is minimal commonality within the CTE department due to the breadth of content pathways. No two teachers teach the same pathway and all CTE teachers teach multiple courses which are often either mutually exclusive or sequential within that pathway. Therefore the processes relating to this prompt are varied and specific to each individual pathway. In general, formative assessments guide the pace and scope of instruction, and summative assessments are frequently tied to credential or certificates offered within the specific pathway.	- CTE Pathway pacing guides - Summative Assessments
Physical Education Physical education teachers work together and collaborate during PLC meetings to evaluate and go over physical fitness data. As a department we use the FITNESSGRAM criteria to pace our students and set high level expectations and goals. We share the results of the fitness test to compare each grade level and class. This format allows the department to discuss common pacing guides with reflective components that provide adjustments for the following unit and/or school year.	- Fitnessgram - Standard based assessment

Visual arts Individual Visual Arts instructors review student completed self-assessments for each project/assignment, as well as quizzes and exams, to check for understanding of concepts and vocabulary. Areas of individual student and class wide inaccuracies, misunderstandings, and/or in complete understandings of concepts, techniques, and/or relevant vocabularies are revisited or retaught. If necessary, curriculum and/or instructional approaches are modified to address the shortcomings in content for future instruction and lessons. Content area shared concepts and vocabularies are discussed and review during PLC meetings to address common shortcomings in student understanding throughout the department	● Classroom observations

Teacher and Student Feedback

Evaluative Statement
Teachers are effective in providing timely, specific, and descriptive feedback in order to support students in achieving learning goals, academic standards, college and career readiness standards, and schoolwide learner outcomes, within the moment checks for understanding, and the use of technology such as peardeck, quizizz, or kahoot. Teachers also use student feedback to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life when the lesson allows.

Findings	**Supporting Evidence**
Student feedback and input is used to monitor student progress and adjust teaching. Student performance on summative and formative assessments are used to modify lessons and reteach as necessary to ensure student success. Class observations show teachers informally asking students, using A/B partner's, and tickets out the door to check for understanding during lessons.	● Classroom observations ● Tickets out the door
Teachers stay in contact with counselors when a student is struggling either academically, emotionally or if there is a language barrier (ELL) to ensure students are placed correctly for the most successful outcome.	● Student academic plans ● Student wellness form
English English teachers often use rubrics to provide students feedback. Teachers also use class time as well as embedded support in order to speak with students individually about classwork, academic performance, and future goals. The most immediate feedback comes during the daily lesson itself via discussions, lectures, A-B partners, and exit tickets. Checks for understanding during a lesson allows teachers to give immediate feedback to students whereas the exit ticket allows teachers to address the class and students during their next meeting. Assignments are also assigned through Google Classroom where teachers can assign point values and give students written feedback once the student hands in the assignment. Written feedback that we provide on our Google Classroom is quite similar to how a professor at a college level classroom would assess work, as well. Teachers provide timely, specific, and descriptive feedback to students when they submit writing assignments. Specifically, when they complete longer writing assignments such as essays.	● Rubrics ● Classroom observations ● Daily lesson objectives and content standards
Math Daily feedback is given to students after the "You Do" portion of the lesson. Written comments are given to student's to be used as a reference when studying for the test. Lesson designs have shifted over time to be standards mastery based. This shift includes fast feedback loops within the day to day lessons from the homework in IXL and BIM and quick checks on understanding such as exit tickets. IXL gives the student immediate feedback after every question and the student sees if they are mastering the standard. Pear Deck is also used to provide feedback the teacher responds and the class sees the work and discusses the answers and work. We provide real-time,	● Classroom Observations ● Exit Tickets ● Quick Checks ● IXL ● Peardeck ● Quizizz ● Nearpod ● Kahoot ● Booklet

immediate feedback in the classroom using platforms such as pear deck, nearpod, quizizz, kahoot, and booklet. Students are encouraged to respond, justify and explain their strategies/answers using academic language. We encourage and emphasize the growth mindset; helping students understand that mistakes are ok. In doing so, we engage more students in ways that we can provide quality feedback. Teachers interact with students in whole class discussions, group and partner work and in station activities in ways that allow us to provide specific feedback to students. Teachers are also utilizing kami to assign digital worksheets, which allows teachers to provide comments and mark up student work.	
Social Science Teachers utilize class discussions, use comments on assignments, and student-teacher conversations to provide feedback in order to support students in achieving learning goals, academic standards, college and career readiness standards, and schoolwide learner outcomes. Teachers use exit tickets, review commonly missed questions on assessments, have students work with AB partners to think-pair-share and collaborate in order to monitor progress.	● Classroom Observations ● Class discussion ● Comments on student work ● Exit Tickets ● Think-Pair-Shares
Science Our curriculum is broken down into units. Each assignment within the unit is reviewed prior to the unit assessment with feedback provided at the individual, group, and classroom level. Grades are updated on a weekly basis so students are aware of their academic progress, and grades are submitted to Aeries every five weeks. Informal feedback is given daily using strategic interactive instruction strategies such as think-pair-shares, thumb up/down, comments on worksheets, and exit tickets. The middle school science department also uses technology to give immediate feedback such as quizizz and kahoot.	● Aeries ● Think-Pair-Shares ● Thumb up/down ● Feedback on worksheets ● Exit Tickets ● Quizizz ● Kahoot
RSP Summative assessments are used to determine if students are meeting the IEP goal in relation to the content standards. Teachers look at formative assessments as practice. Using the data from formative assessments help determine the next steps they should take in the instruction process. Using data from both types of assessments allow RSP teachers to make an informed decision on how to create, modify, or adjust a student's IEP goal. We monitor our students' progress on their individual IEP goals and provide IEP progress reports to families at the quarter and semester marks. In addition, we conduct regular grade checks and check-ins with the students on our caseload. RSP teachers meet with students on their caseload regularly and discuss IEP goals, classroom progress and transition goals. Case carriers provide feedback and help students develop a plan to meet some of their outcomes. Special Education teachers and case carriers meet regularly with students to discuss learning outcomes and strategies to reach educational goals, especially because student needs can vary greatly from one student to the next. Within the Special Day Class setting, curriculum is highly recursive in that we are always revisiting concepts previously learned. Students are provided with the same opportunities as their general education counterparts to explore college and career programs provided on campus	● Summative assessments ● Annual IEP meeting notes ● Informal meetings with teachers and case carriers
World Language The world language department uses informal assessments during class to give immediate feedback to students with think-pair-shares, class discussions, and answers on google classroom assignments. Formative assessments are grades and comments are made to give feedback on all unit tests.	● Classroom Observations ● Think-Pair-Shares ● Class Discussions
CTE One area of commonality in this department has been identified for this prompt is career readiness where we utilize both formal and informal instructional methods that	● Strategic Interactive Instruction strategies ● Think-Pair-Shares

tend to produce immediate feedback to students.	• Exit Tickets • Various Technology
Physical Education In Physical Education formative assessment is used when students are involved in the activity provided. They are constantly getting feedback based on their skills. If a student needs improvement in a certain area then the teacher will focus on that area for that particular student. This allows the student to improve and make progress. Physical Education also uses summative assessment when students demonstrate their progress when asked to participate in the skill that is requested. If a student shows improvement or not, then the plan for that student will be adjusted. In Physical Education if we are focused on a skill that is needed in a particular sport then we demonstrate and allow practice time for the skill. Once practice is complete we allow an opportunity for the students to show their improvement through a game that the skill is used. While they are participating in the game we provide proper feedback so they can achieve their learning goals.	• Physical Skills Learned • Timed running improvements/regression
Visual arts Visual Arts utilizes Google Classroom for communicating with students in regards to posting of individual assignments and their requisite expectations. Grading rubrics are included in such postings. During class work periods, Visual Arts instructors discuss in-process assignments with students individually, in small groups, as well as with the class at large to assess student understanding. Instructors will reteach as necessary during these informal observations. At the conclusion of a project, students complete a self-assessment worksheet on their project, and oftentimes assessments on fellow students' work. These assessments are discussed with the teacher, in small groups, and/or as a class to determine student understanding of concepts, techniques, and/or vocabularies.	• Student self assessment worksheets • Peer assessment worksheets • In the moment checks for understanding

ACS WASC Category D. Assessment and Accountability
Synthesize Strengths and Growth Needs

The three preliminary major student learner needs based on the school's student/community profile is to improve student achievement in ELA at all grade levels and population subgroups, improve student achievement in math in all grade levels and population subgroups, and increase the amount of students meeting A-G requirements. Based on the focus group analysis the school has identified four areas of growth. First, All PLCs and crews need to use common assessments to determine mastery of standards and to guide data-driven discussions. Second, the school needs to develop consistent grading practices to ensure equity across and within grade levels and content areas. Third, the school needs to use student performance data to determine achievement gaps to target academic support. Lastly, PLCs and crews need to implement formalized practices to facilitate their collaboration and discussions about the analysis of student performance data.

Based on the findings in focus group D, all PLCs and crews need to use common assessments to determine mastery of standards and to guide data-driven discussions. English and math PLCs all have common assessments and use those to drive instruction. Other PLCs have common assessments, but need to use those common assessments to drive instruction. This area is tied to both SPSA goal 1 and goal 2, the PLC data-driven instruction is related to goal 1, and the instructional piece is related to goal 2. Implementing formalized practices to facilitate PLC's and crews collaboration and discussions will drive analysis of student performance data moving forward.

Areas of Strength

1. Teachers use classroom assessment data to analyze and drive instruction in order to reteach or retest.
2. Teachers analyze data from state and district benchmarks to revise pacing guides and target academic support for struggling students.
3. Parent access to parent portal, school websites, and blackboard is utilized to report performance data to families.
4. Teachers give timely feedback to students through the use of formal/informal checks for understanding and technology.

Areas of Growth

1. All PLCs and crews need to use common assessments to determine mastery of standards and to guide data-driven discussions.
2. Bellflower Middle/High School needs to develop consistent grading practices to ensure equity across and within grade levels and content areas.
3. Bellflower Middle/High School needs to use student performance data to determine achievement gaps to target academic support.
4. PLCs and crews need to implement formalized practices to facilitate their collaboration and discussions about the analysis of student performance data.

CATEGORY E

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Parent and Community Engagement Criterion

Parent Engagement

Evaluative Statement
Bellflower Middle/High School is effective in implementing strategies and processes for the regular involvement of all educational partners in the learning and teaching process for all students. Parents have an abundance of opportunities to be involved in the decision making and co-curricular opportunities on campus.

Findings	Supporting Evidence
The pandemic required that we create new ways to engage parents and the community. We've hosted virtual events and meetings and some outdoor events as well. These include multiple invitations for parents/guardians and community members to visit our campus. Early in the 2020-2021 school year, BHS/BMS invited educational partners to virtual Back-to-School Night as a way for parents/guardians to connect with Parent Teacher Student Association (PTSA) and meet teachers and administrators. In January/February we host Navigation Night, a rebranding of Open House. This was an opportunity for teachers and students to showcase the academic projects, clubs, organizations, teams and electives that are available on campus. Both current and future parents of Bellflower High School were invited to attend. This on-campus event allows the community and parents/guardians to see what is happening on campus and creates opportunities for them to be involved, including PTSA meetings. In addition, BHS/BMS partnered with the Parent Institute for Quality Education (PIQE) to support non-English speaking parents/guardians. Representatives from this organization came in and assisted our faculty and staff with these meetings. Together, our campus held meetings for parents of eighth, ninth, and tenth grade students. The meetings were held in the mornings and evenings (with babysitting provided) every Wednesday, for nine weeks. Spoken in both English and Spanish, the meetings covered a range of topics to encourage parent involvement and explain the A-G requirements and opportunities for higher education. After completing the nine-week course, parents received an opportunity to participate in a graduation ceremony on-campus. The superintendent of Bellflower Unified School District, various board members, and administrators were present to support and encourage parents who completed the program. Some parents spoke of the benefits and importance of the program, their gratitude for the support, and voiced their recommendation for this program to community members. This was through 2021. Currently, the same program is being presented by Parent Education Bridge for Student Achievement Foundation (PEBSAF).	● Hard copies of sign-in sheets for BSN and Open House ● Parent subscriptions on teacher website page and Google Classroom ● PTSA Meeting ● Signed school syllabi ● PIQE weekly attendance rosters ● 128 parent graduates from PIQE ● District-wide surveys sent ELL parents ● PEBSAF
BMS/BHS also supports and includes online students. For instance, students who become credit deficient are placed in a credit recovery course that uses Odysseyware, an online program. Until BHS implemented our new 8 period block schedule these students meet during zero period for four days out of the week or seventh period for two days out of the week. Students who were credit deficient were in class for a total of 5 hours a week. Students have access to Odysseyware at home, where they can work at their own pace to make-up missing credits. Certain teachers on-campus utilize these online sources to coordinate with students to submit their work online as well. Now, with our new 8 period school day, students no longer take credit recovery before or after school. Credit recovery is embedded into	● Credit Recovery Applications ● OdysseyWare training handout ● OdysseyWare website ● Master Schedule ● Counselor Notes ● Student Transcripts ● OdysseyWare Reports During Distance Learning

the school day.	● Short Term Independent Study ● Google Classroom
While every educational partner is important to the academic life of the school, at-risk students, such as ELD students, find the achievement gap decreases due in part to partner involvement. The District office holds regular English Learners' Advisory Committee (DELAC) for English learners and English Learners' Advisory Committee (ELAC) meetings are facilitated by an administrative leader on campus. In turn, ELAC representatives attend School Site Council Meetings and share their concerns and seek transparency and accountability from teachers in regard to effective, equitable and quality instruction. During "Back-to-School Night" and "Navigation Night," ELD educators shared specific criteria on the Reclassification criteria and process. Reclassification criteria is also posted in the "Course Offerings" handbook posted on the school website. ELD teachers regularly use Blackboard to communicate with stakeholders and support groups. PTSA also has a presence at School Site Council meetings which enables stakeholders to share input and give feedback on instructional and social interaction concerns. The Student Advisory Council also contributes to addressing issues that have both an indirect and direct effect on the student learning environment and collegiality.	● ELAC meeting flier and Agenda posted on the District Website ● ELAC Sign-in sheets ● DELAC meeting flier and Agenda posted on the District Website ● Gmail calendar Invitations and agendas are sent to ELAC, Parent, PTSA and student representatives to attend school Site Council meetings. ● Blackboard ● School and District Website News
In addition to these resources, there are various opportunities for college and career support on-campus. Once a year, the counseling office invites students and their parents/guardians to a free workshop to guide them through the process of filling out the Free Application for Federal Student Aid (FAFSA) online paperwork. During this workshop held in both English and Spanish, students and parents/guardians are sent to on-campus computer labs and walk through the process of filling out the FAFSA forms online in an effort to optimize the amount of students who qualify to receive financial aid. Currently, with the new college and career center and full time counselor, more workshops and support are currently being created and utilized to increase support, resources, and knowledge.	● FAFSA Night Sign-in Sheets ● AVID ● College and Career Center ● College Workshops during PRIDE Time
Multiple modes of communication are implemented on campus. BMS/HS uses Tele-parent/Blackboard to send mass phone messages as well as individualized teacher messages home to parents/guardians. During the school closures parent communication was in more demand than ever before, the school has increased the amount and types of communications available to all educational partners. The school utilizes social media to promote and inform all families about events and announcements that are happening on campus. In addition, "The Bellflower Beat," a digital monthly newsletter is sent out to all families highlighting student achievement, information about upcoming events, and any other important information that is pertinent at that particular time.	● Blackboard Message Logs ● Blackboard usage reports ● Social Media Accounts ● Bellflower Beat Newsletter
In order to ensure that each student receives equal access to the curriculum, Individualized Education Plan (IEP) meetings are scheduled and implemented on a regular basis. These meetings include the participation of faculty and staff members including general education teachers, special education teachers, counselors, and parents. During these meetings all parties collaborate and determine what type of accommodations or modifications are needed to ensure the student's academic success.	● IEP notes ● Student IEP samples ● IEP records ● Case carrier lists
E-Truancy Meetings	● E-Truancy Presentation

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process. Part of this process includes having truancy meetings with parents and educational partners. These e-truancy meetings encourage students to be accountable and responsible about being punctual to school.	● E-Truancy sign-in sheets ● Attendance Reports ● Robo-calls regarding attendance ● Live calls from Tardy Sweep
ABI/Aeries.Net ParentPortal Parents/guardians can stay informed with their student's attendance by logging in to the Aeries Parent Portal website. Parent Portal is also a vital resource for parents/guardians to stay connected with their student's progress in their student's classes. Parent Portal offers immediate access to the most current grades and includes a list of the scores of individual assignments as well as a list of missing assignments in each class.	● ParentPortal Reports ● ParentPortal Accounts ● Teacher Emails/Correspondence with parents
Bellflower Middle/High School Website The school website offers a wide variety of information to educational partners including teacher contact information, school calendar events, links to Parent Portal, testing schedules, scholarship information, graduation requirements, special programs, etc. The information on our school website can be accessed in multiple languages to reach all families, and is updated regularly by administrators, counselors, and teachers.	● [Bellflower Middle/High School Website](#)
Teacher Syllabi Every year, teachers create syllabi for the courses they teach. The syllabus is a resource that has information pertinent to the classroom rules and procedures. Teachers may provide objectives for the course and/or course goals for the year. Also on the syllabus is the teacher's contact information. Many teachers require students to bring a portion of the syllabus back to class with a parent/guardian signature to indicate that the syllabus has been reviewed and all parties are aware of the expectations.	● Teacher Syllabi ● Signed Syllabi Acknowledgement
PTSA All educational partners are invited to attend PTSA meetings. During the PTSA meetings, parents, teachers, students, and administrators come together to discuss ways to improve the school environment and learning. PTSA also establishes and maintains a student welfare fund that covers materials fees, field trips, and/or PE uniform purchases for families who are in financial need.	● PTSA Membership List ● PTSA Meeting Calendar ● PTSA Meeting Agenda and notes ● ASB Accounts ● PTSA Social Media accounts (Instagram)
Extra-Curricular Events/Activities There are various athletic events, performing arts performances, student-led clubs, and other campus events and activities that foster and cultivate learning/teaching activities for the families and community members and businesses at our school. All athletic events, choir and band performances, and events allow families, community members, business and industry owners to take part in activities and events that encourage educational opportunities and practices for the program in which they serve, as well as the students, faculty, staff, administration who take part in those activities.	● CIF Athletic/Sports games ● Booster Clubs ● On and Off-Campus Fundraisers ● Buc Tailgate ● Pancake Breakfast Fundraiser ● Parent involvement in field learning experiences ● Kindness to Animals Campaign; SEACCA SkillsUSA, FCCLA, and local industry come to speak to students.

	● Kaiser Permanente Hippocrates Circle Program ● UCLA ALTUS
School Library The library is open regularly from 8:00am to 4:30pm for student use and is also available for parent use. There is a variety of educational resources for students to use including computers, textbooks, and printers. Tutoring is offered at various times in the library after-school as well.	● Library Hours Poster ● Library Sign-In Sheets
PBIS Through our Positive Behavior Intervention and Support program, we have developed a culture of acknowledging positive behavior. These acknowledgments consist of our Buc of the Month recognition which praises students who reach the high expectations set out by teachers, as outlined on our P.R.I.D.E. matrix and school-wide behavioral expectations. The PBIS matrix was developed by the PBIS team and approved by the entire school faculty, staff, and administration. All staff members were given the opportunity to serve as members of the PBIS team. In the 2022-2023 school year, our new Dean of Climate and Culture is currently revamping the PBIS program into a new name, "climate and culture" focusing on the same objectives and beliefs of PBIS with a new vision. The Climate and Culture Committee meets at least once a month in order to strategize and implement new ideas to increase the fidelity in which this program is utilized on campus. In addition, the PRIDE Matrix was updated by the team in order to make it relevant, up-to-date, and incorporate the new schoolwide learner outcomes.	● Bellflower Service Announcements created by ASB ● First two days of school school-wide lesson plans developed by the PBIS team ● PBIS team list ● PBIS meeting minutes and agenda ● Climate and Culture Team List ● Climate and Culture Meeting Minutes ● Updated PRIDE Matrix
School Site Council Parents also participate on the School Site Council where development of the site plan takes place. They also discuss and help make decisions on academic issues.	● SSC flyers ● SSC membership and bylaws ● SSC agenda and minutes ● Sign-in sheets
Booster Clubs A number of parents volunteer and serve on parent booster groups for club activities and sports teams (e.g. band, football, baseball).	● Flyers ● Financial account records in ASC ● Booster Club bylaws ● Booster Club membership lists
Report Cards Report cards are distributed every ten weeks, in alignment with the 10-week academic quarter. Bellflower MS/HS also sends progress reports at the end of the 5-week intervals between quarters so that parents hear from teachers about their child's academic progress every five weeks. Informal progress reports are also available to students and parents who request them. Report cards, until the school closures, were sent out via mail. Currently, parents are notified digitally through parent portal and blackboard messages. Parents can also check Aeries at their convenience anytime during the school year to check student progress.	● Aeries Parent Portal ● Report cards and progress reports ● Weekly progress reports
Parents have an opportunity to attend and participate in a variety of student-led events such as athletic events, student recognition ceremonies, choral performances	● Theatrical performance advertisements ● Choral performance

and theatrical performances, and field trips.	● advertisements ● Athletic games ● Invitations to student recognition ceremonies ● Bellflower MS/HS website calendar
Parents can reach all teachers through the school's email. Teachers are required to respond to parents by phone or email within 24 hours during the school week. Some teachers have also created classroom websites to keep parents informed of classroom activities and assignments.	● Aeries.Net/Parent Portal access ● Emails ● Remind App (some teachers)
Senior Awards Night/Middle School Awards Night/Senior College Celebration Parents, families, and community members are invited to our annual awards ceremonies. They are also invited to our annual Senior College Celebration where we honor those students who have met the A-G requirements.	● Middle School Awards Program ● Middle School Awards Night Invitation ● Seniors Awards Night Program ● Senior Awards Night Invitation ● Senior College Celebration Invitation
Student/Parent Orientation Prior to the start of each school year, families and students are invited to attend Student Preview Day when 7th and 8th graders come to campus to meet with counselors, administration, and staff for orientation and schedule review. Parents/Guardians learn about Early College Academy (ECA), AVID, and elective courses.	● School marquee ● Counselor meetings ● Preview Day Stamp Sheets
Curriculum Handbook The Curriculum Handbook is updated yearly and it is designed to help students and parents gather the necessary information for making critical selections to complete a four year academic plan. The handbook provides course descriptions of required and elective courses, as well as requirements for high school graduation, college entrance requirements, and career preparation. The curriculum handbook is available online to parents, staff and students.	● Bellflower MS/HS Website ● BUSD website
Navigation Night Navigation night is an opportunity for all current and future educational partners to explore the electives, clubs, teams and various pathways available on campus. Its format allowed parents to gain insight into various opportunities that they may not have known were available. Departments were able to showcase their current achievements and progress toward course completion. Families can also learn about professional certification opportunities offered through Bellflower High School and CalAPS.	● Navigation Night Flier (Eng and Spanish) ● Social media posts about Navigation Night ● Recap video

School Culture and Environment Criterion

Safe, Clean, and Orderly Environment

Evaluative Statement
Bellflower Middle/High School has effective school policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures. However, there are many facilities that need to be updated based on student and staff feedback.

Findings	Supporting Evidence
Our campus is kept clean by the janitorial staff and the help of our students. There is immediate cleanup of graffiti and damage to school property by district personnel and our janitorial staff. The Locker/Laundry area is kept clean and is a safe environment for the students in P.E. and Sports. Our student-let clubs have painted trash cans and other parts of our campus to make the school to make students feel a sense of pride and ownership on campus.	• Work Order Request • Custodial Reports
Bellflower is proud of its clean campus and its orderly, predictable operations. Students are safe and know what to expect each day. Safety procedures are well established, regularly reviewed, and regularly practiced. High expectations for every student are foundational to our school culture. An environment of trust, professionalism, and collegiality exists among faculty and staff, enabling us to work together to foster student success and achievement. The school is a closed campus which requires all visitors to sign in at the front office; campus security is a top priority at Bellflower. We have five campus security personnel who patrol the campus and parking lots at all times. Administrators monitor lunchtime activities with walkie-talkies should any unexpected situation occur. Teachers serve as club advisors, coaches, and chaperones. Teachers, administrators, and security are highly visible at all school activities. The use of golf carts ensures prompt attention and timeliness to all security measures and ensures the safety of the school. When students are passing between classes, teachers and administrators are among them. The entire teaching staff also shares responsibility for supervision with the security staff and administrators during snack duty. Most teachers also stand at their doors during passing periods to assert a presence that promotes a safe and orderly environment between classes. Furthermore, as part of their adjunct duties, teachers attend school dances, athletic events, and musical and dramatic performances to ensure that students have excellent supervision while attending all school-related events. In addition to a safe and clean campus, we maintain and enforce a student dress code to ensure that student clothing does not distract from the educational program.	• Security personnel • Visitor sign-in sheets • School safety plan • Supervision Assignment Roster/Adjunct duty assignments • Snack duty schedule
Although graffiti is relatively unusual, when it is discovered, the graffiti is photographed and documented for follow-up by the security and administrative team; the custodial staff then removes it immediately.	• Pictures of Graffiti • Custodial reports
Cleanliness and order are essential to a safe campus. An experienced and committed custodial staff ensures daily that our campus is clean and well maintained. Students enjoy a meticulously maintained grassy, park-like atmosphere. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule in a secure fashion. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a No Trash policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.	• Custodial assignments • Work order requests • School safety reports • District maintenance reports • Campus walk-through • Observations
The district maintenance staff also ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Bellflower employs both full-time and part-time staff to complete work orders that are processed	• District maintenance reports • Work order requests

quickly and efficiently; turn-around time for work orders is usually between 24-48 hours and emergency repairs are given the highest priority.	
In addition, the administrative team works hard to be responsive to students' legitimate concerns about the campus environment. Nine full-time counselors regularly monitor student behavior and counsel problem students. Bullying on campus is treated very seriously. High-profile administrators and counselors regularly monitor student behavior. QR codes are provided throughout the campus that link to the form to access their counselors. There is also a wellness referral form for teachers and staff that is located on the school website to refer students to appropriate counselors for help.	- Bullying Handout (Guidance Office) - Counseling notes
Campus safety is further articulated and realized through the legally mandated Safe School plan. It is updated annually, and reviewed by the School Site Council, the Bellflower Sheriff's Department, and the BUSD Board of Education. All emergency response drills, which include fire drills, earthquake drills, and lockdowns, are conducted with an eye toward constant improvement. Evacuation maps are located in each classroom. Emergency first aid and disaster response supplies are stocked in a secure storage container on campus. A district-wide crisis intervention plan is in place to immediately deal with the emotional issues that would arise in the aftermath of any of the physical, tangible emergencies listed above. This also includes responses to smaller and more personal tragedies that nonetheless impact broad segments of the school population, such as the unexpected death of a student or staff member. In addition, all coaches and several teachers and secretaries are First Aid and CPR certified. There are 3 AEDs on campus: one in the gym ice room, one in the staff closet in the weight room area, and one in the training room.	- Safety Plan - Staff Handbook - BUSD Board of Education minutes - Evacuation maps - Staff Remind 3 AED's on campus.
Each classroom on campus has an evacuation map displaying where students and teachers should go in the event of an emergency. Each classroom has an emergency/disaster bucket and there are fire extinguishers throughout each building on campus. Each classroom is also equipped with a telephone with direct communication to the main office. Classroom telephones also have the capability to dial 911 directly in the event of an emergency. Students, Staff, and Faculty all participate in a Fire Drill and Earthquake Drill each quarter. A Lockdown drill is practiced once a year. The Security Staff at Bellflower Middle/High School meet up for weekly meetings to discuss the safety of our students on the campus and what changes, if any, need to be made to policies and procedures. Teachers and staff follow protocol and fulfill their assignments as stated in the school safety plan. The performance is evaluated and adjustments are made when necessary.	- Safety plan - Staff handbook (online) - Evacuation map - Emergency/disaster bucket - Fire extinguishers in classrooms - Phone listings - Staff Remind - Safety Committee Meeting Calendar - Safety Committee meeting agenda and minutes - Safety Committee sign-in sheets
Adjunct Duties are assigned/chosen, so staff is present at all events to provide supervision. Staff are responsible for making sure students conduct themselves in a safe and orderly manner.	- Adjunct Duty List - Adjunct Duty Preference List - Memo from Principal
Bellflower Middle/High School has encouraged technology integration in lessons in the classroom. With increased technology use, Bellflower MS/HS has explored ways to ensure that students are "safe" online. District firewall prevents students from accessing inappropriate websites to ensure their safety online. Students and families are aware of Internet use and policies. Parents at the beginning of each school year read, agree, and sign to district policies through Aeries. Student district email allows students to share/edit documents only within our district through Google Classroom/Docs. The staff has access to student passwords and are able to monitor student communication.	- Internet Use Agreement part of data confirmation. - LanSchool Software Usage - Google classroom use - Google Suite
Until the 2021-2022 school year our school had a paper hall pass policy. Currently we have an electronic hall pass policy called Minga to maintain campus security while classes are in session. The policy states that no hall passes will be granted in	- Staff Handbook - Campus observations

the first and last 15 minutes of class. The policy discourages students from being out of class for unnecessary reasons and lengthy periods of time.	
The library recently transitioned to organizing all books by genre. This makes it easier for students to locate books of their liking. Aisles are clearly labeled with signs identifying the type of book in each aisle. Display bookcases showcase books on subjects popular with students. Teacher photos with their colleges line the walls as well as displays with their favorite books. Library also has a 40 gallon fish tank with tropical fish and several live plants.	● Library Observations

High Expectations/Concern for All Students

Evaluative Statement
Bellflower Middle/High School has an effective school culture that demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
Bellflower Middle/High School has demonstrated caring and concern for students by establishing high expectations. This is demonstrated and communicated to students by expecting behaviors that demonstrate BUC P.R.I.D.E., posting standards, measurable objectives, and Schoolwide Learner Outcomes (SLOs). These SLO's were revised with the idea that they should be ownership driven. In addition, the development and integration of Individualized Educational Programs (IEPs) in the general education classroom has allowed built-in support in classrooms so that there is equity across the board.	● Increased completion of A-G Requirements. ● SBAC data ● Club Meeting Minutes showing attendance of those in clubs that support individual differences and diversity ● Expectations for high quality work based on rubrics within departments ● List of Buc of the Month winners
We have provided many services at BHS. We have four counselors in the high school and two in the middle school. They speak to students and parents about academics as well as social emotional issues. We also have two SEL counselors who support students with a variety of social-emotional and wellness concerns. New to the 2022-2023 we hired a full-time college and career counselor for additional support for students. In addition, our Community Schools Initiative and our Family Resource Center, we have five college social work interns that will be supporting student wellness via referrals from staff. Furthermore, we have a Community Services Worker through Caring Connections, who is the main point of contact when in need of referring a student/family for additional support. If a student is in need of therapy, and connects the student with a therapeutic agency who comes to the school or to the student's home to provide therapy.	● Sign-in sheets in the counseling office ● Assistance application form parents must fill out ● Roster of students who have a case carrier
The BUC Bargains Thrift Shop sponsored by the Community Schools Initiative provides clothes and other various items for students at discount prices.	● Emails ● Donation List
During the holiday season, Community Schools, Family Resource Center and Caring Connections organize "Giving Tree." This allows teachers to embrace on-campus families who are less fortunate by providing Christmas gift donations. Family wish lists are made available and teachers and staff choose a family member and purchase items at their leisure. Because of the school staff's generosity, names are gone within a few days.	● Emails ● Community Service Worker Notes ● Community Service Worker Interview ● Spreadsheet
Prom and Graduation season can be financially stressful for some of our students. To relieve some of the financial burden, a few of our teachers	● Prom Pampering Sign Up List ● Emails

came up with "The Prom Pampering Boutique." This event offers free manicures, hair styling, and makeup for our Prom-Bound students; these services were provided by some teachers, students, and community volunteers. A well-known cosmetic company even made donations of make-up pallets.	• Donation List
Civic Learning Initiative (CLI) CLI is a three-year pilot program; this is also called the California Democracy School Project. This project was designed to institutionalize civic learning in high schools, preparing them for college, career, and citizenship in the 21st Century. This project truly strengthens existing initiatives: the Common Core State Standards; the College, Career, and Civic Life (C3) Framework for Social Students, Partnership for 21st Century Skills, and the Campaign for the Civic Mission of Schools. One of the program's goals has been to give students a common "civic" ground. Its mission is to introduce Bellflower Middle/High School's diverse population to the American democratic system. By asking students to integrate their personal concerns with concerns about the larger world and the common good - often dealing with race, ethnicity, class, gender, or another issue of diversity, students are encouraged to explore and ask questions. The questions they ask have focused on serious social issues, such as war, the environment, poverty and the family. As they explore, they have been engaged in rigorous academic work, have displayed high-level cognitive skills, have developed mutual respect, and slowly recognized that they are a small part of something larger; they understand their roles as citizens in the 21st century.	• Civic Learning Initiative Program Description • Common Core State Standards • C3 Framework for Social Studies • LACOE Trainings • PD Calendar • CLI Binder • Student Projects
Community invited to College-Bound Senior Celebration Breakfast; every senior given a donated gift. The school uses an RSVP list to keep track of those in attendance.	• Senior Celebration Invitation • Senior Celebration Invitation List • Photos
Fall Fest Fall Fest is a day to celebrate the diversity of our cultures. It is a time for the students to show traditions, dances, clothing, and food that make each culture so unique and special. Students get the opportunity to explore and share other cultural activities and taste foods from other cultures.	• ASB accounts • Fall Fest Day flyers • Extra curricular clubs meeting minutes
Junior and Senior students with IEPs have the transition specialist join the IEP meeting to discuss how the school can help the student transition into the workforce, community college, or trade school. Furthermore, students and their family are advised of where to go with their IEPs in college in order to get additional educational benefits. The transition specialist also assists the students with filling out their FAFSA and getting additional money through the Department of Rehabilitation.	• Student IEPs • Counselor Notes • Transition Special Notes
Teachers attend IEPs and work with case carriers and counselors to help improve student academic gains. Developing a connection with parents and educational partners in the process to ensure that the student's individual learning needs are met and reinforced in the classroom; creating measurable objectives and goals for students to achieve that are tailored and individualized to the student's learning needs.	• Student IEPs • Counselor Notes • Transition Special Notes
Link Crew helps students with different interests and backgrounds toh succeed in middle school and high school with the support of an high school mentor; creating a nurturing environment for students transitioning from elementary to middle school and from middle school to high school; the program has expanded from 9th grade to 7th grade; the connection between the link leaders and the students fosters Buc PRIDE and builds connections.	• ASB Accounts • Link Crew List • Link Crew activities • Link Crew training
Extra-curricular activities on our campus provide students with multiple opportunities to enhance their individual differences such as, Tolerance	• Extra curricular clubs minutes • ASB accounts

Club, Women's Liberation Club, French Club, Spanish Club, Filipino Club, Young Black Scholars, just to name a few. Our Link Crew program has aided in bridging the social/emotional and academic gap. Link Crew is a nationally recognized program that eases the transition experience for incoming students in middle and high school.	● Bellflower Middle/High School activity calendar
Bellflower staff and students have developed an atmosphere of caring and concern by creating several opportunities to create awareness and give back to the community. Awareness opportunities include Anti-Bullying Week, Red Ribbon Week, Fall and Spring Fest, and Kindness Week. The following service projects have helped students give back to the communities in need around the surrounding area. Service projects led by students include: Blood Drives, Civic Initiative, UNICEF, Clothing Drive, Canned Food Drive, Toy Drive, Toiletry Drive, Kindness to Animals, Adopt a Family, BUC Exchange Clothing Donations, and Prom Pampering Boutique.	● Extra curricular clubs minutes ● ASB accounts ● Bellflower Middle/High School activity calendar
Through our PBIS program, we have developed a culture of acknowledging positive behavior. These acknowledgments consist of our Buc of the Month recognition which praises students who reach the high expectations set out by teachers, as outlined on our P.R.I.D.E. matrix and school-wide behavioral expectations. In addition, BUC P.R.I.D.E. Senior Scholarships recognizes college-bound seniors who have not only met the A-G requirements, but who have also displayed the characteristics of BUC PRIDE. Currently, our new Dean of Climate and Culture is revamping the PBIS program to be more effective at Bellflower Middle/High School.	● Buc PRIDE matrix ● A-G course list ● PBIS Committee Member List ● PBIS meeting minutes ● PBIS meeting agenda ● Emails
Bellflower holds assemblies to recognize athletics and academics in the fall, winter, and spring. Bellflower has adopted an Assembly Schedule so that students attend all classes, even on assembly days. Some assemblies occur during lunch so that instructional time is not interrupted. In order to maintain student safety during assemblies, students report to class first, and then they proceed to the assembly without their belongings. Teachers are assigned to supervise their class during assemblies.	● Bellflower Activities Calendar ● Assembly schedule ● Assembly agendas ● Assembly memos ● Emails from Activities Director or Assistant Principal of Athletics and Activities
Attendance Student attendance is the foundation and most necessary component of academic and social success at Bellflower Middle/High School. Bellflower's average daily attendance has remained consistently between 91% and 92% over the last two school years based on attendance to attendance. Teachers record student absences online every period using the AERIES Browser Interface (ABI). Bellflower also has night callers who notify parents of student absences. Staff and administrators refer students to the School Attendance Review Team (SART). The SART Team serves as child and welfare attendance officers and meets with parents to identify the cause of the school attendance problem, and attempts to solve the problem at the school level. If this intervention does not result in improvement, students are then referred to the School Attendance Review Board (SARB). SARB is a multi-community organization representing Bellflower and Paramount Unified School Districts. The SARB hearing is held at the Bellflower Courthouse. Members of the SARB teams identify the cause of the attendance problem before it moves to the juvenile court system. The Child and Welfare Attendance Officer works closely with school staff to provide ongoing support in the area of attendance.	● Blackboard/Teleparent Automated Messages ● Blackboard/Teleparent Message Logs ● ABI ● SART/SARB
The Bellflower Staffulty Club is composed of staff and faculty with the intent to support staff and faculty during the school year. Events include an end of year luncheon, breakfasts throughout the year and acknowledge milestones in the lives of staff and faculty.	● Faculty Club roster ● Emails

At the end of each school year we host a "Senior Celebration." The purpose of this event is to celebrate and honor our students who have met the rigorous A-G college admission requirements and have received notification that they have been accepted into a four-year college or university. Students that have provided copies of their acceptance letters receive invitations to attend. Students are asked to invite their parents and families to attend. The event is hosted by the HS Guidance office, teaching staff are involved in this event. Each HS department/office donates a gift or a gift basket that we will give as gifts/door prizes. In the past few years, our donations have been so numerous that each senior received a memento from the event. In addition, we host an 8th grade promotion ceremony to celebrate the completion of middle school and the transition to high school. In order for students to participate in this promotion ceremony they must have a D or higher in all classes for both semesters and have an average combined GPA of 2.0 or higher.	● Senior Celebration Invitation ● Senior Celebration Guest List/ RSVP Cards ● College Acceptance Letters ● 8th Grade Promotion List ● 8th Grade Promotion requirements flier

Atmosphere of Trust, Respect, and Professionalism

Evaluative Statement
Bellflower Middle/High School has created an effective atmosphere of trust, respect, equity, and professionalism that translates into student's academic success.

Findings	**Supporting Evidence**
There are numerous ways that our school has created a positive atmosphere. First, the BUC PRIDE Matrix in all of the classrooms reminds students of the behavioral expectations held on campus. Also, there are inspirational quotes around our campus that promote our PRIDE expectations. In conjunction with the PRIDE matrix, staff and faculty have implemented the use of monthly Buc Pride Awards as a way to positively encourage students to display the appropriate school-wide behavioral expectations.	● Increase in school spirit, respect for teachers and each other based on a decrease in discipline (discipline data) ● Field trip permission slips and "F" value to represent field trip attendance in ABI for college visits ● Decrease in students on probation ● Decrease in unwanted visitors and weapons on campus based on discipline data. Decrease in lockdowns on campus. ● Decrease in bullying incidents and on campus fights ● Safe environment at all sporting events ● Decrease in discipline problems on campus ● Awards earned in Skills USA and speech competitions ● Student attendance and meeting records in

	counseling or psychologist office.
Counselors, security and administrators are present at all campus gates every morning. Gates remained locked during school hours to maintain safety. Teachers also engage with students on the first Friday of every month by greeting students in the morning as they enter campus.	● Counselors, security and administrators greet students at the gate each morning. ● First Friday Greetings
Teachers use BUC PRIDE and have been trained in SEL by Coach Rudy in order to create and facilitate a positive classroom environment and build relationships with students in a way that promotes and encourages increased academic success.	● School Connect SEL Curriculum ● Greetings at the door ● Classroom Observations
The library is a safe environment for all students. They come to the library to work on homework, classwork, do research, or discuss issues with fellow students. Staff and students feel comfortable to ask library staff campus related questions. Many therapists use the library to meet with students because it is a safe environment.	● Library observations

Personal, Social-Emotional, and Academic Student Support Criterion

Academic Support Strategies for Students

Evaluative Statement
Bellflower Middle/High School has been somewhat effective over the last 6 years providing all students with appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community. However, due to high administrator turnover, and the school closures there has been little consistency, there are currently many strategies being implemented that provide students with the appropriate necessary support needed to be successful moving forward.

Findings	Supporting Evidence
We have provided many services at BHS. We have four academic counselors in the high school and two in the middle school. In addition to academic counselors, two wellness counselors were hired post Covid. Their roles include assisting students in understanding and seeking solutions to social and emotional and/or academic problems and issues. They also serve as a resource pertaining to student behavior management strategies, attendance/welfare problems and concerns. Furthermore, our Community Services Worker/Caring Connection Liaison, is the go-to-person when students are in need of a referral for additional support. Staff refers families to the liaison if the student needs medical help, therapy, school supplies, clothing, or any basic essential need met.. If a student is in need of therapy, Caring Connections connects the student with a therapeutic agency who comes to the school or to the student's home to provide therapy.	● Sign-in sheets in the counseling office ● Assistance application form parents must fill out ● Roster of students who have a case carrier
College and Career Center (CCC) The College and Career Center has expanded the methods of providing students with a bridge between school, college and the world. Under the supervision of the CCC technician and newly hired college counselor, the CCC processes works with all students, guiding them through resume writing and in-depth career planning. The Career Technician has been involved in our school-wide CCGI implementation. All students from 7th through 12th grade will login and start an account. Depending on the grade level, the students will have different tasks to complete, from taking an aptitude test, to selecting colleges, to requesting letters of recommendation.	● College and Career Center Sign in Sheets ● California College Guidance Initiative (CCGI) ● Californiacolleges.edu
APEX (Academic Program of Excellence) APEX is a program designed for high-achieving academically driven students. APEX focuses on three objectives: academic scholarship, leadership, and fostering a college-going atmosphere. APEX has a teacher advisor who monitors APEX	● APEX Advisor ● APEX advisor notes

students, helping them plan out students' academic high school career. The APEX advisor and counselors work together to help monitor students. The APEX advisor has been given a release period to help monitor students and meet with them.	
If a student is in crisis, their grade level counselor will handle the situation at hand, or will refer the student to the school psychologist or necessary personnel. We currently have two school psychologists on campus. One of them supports students 7th-9th grade and the other supports students 10th through 12th grade. If a student is in further need of academic assistance, a psycho-educational assessment can be performed by the school psychologist, a student study team, and an education specialist. If the student qualifies for special education, they will be eligible for an Individualized Education Plan (IEP). This plan supports goals in specific academic, social/emotional, and transition areas of learning. In addition, the IEP provides a space for student accommodations/modifications to support them academically or in other areas of need. Once a student has an IEP (Individualized Education Plan) they are assigned a case carrier who monitors their academic progress, social/emotional needs, and assesses where students are thriving and where students might need further accommodations and support.	● Counseling Office Sign-in Sheets ● Counselor Notes
Support for Special Education Students A needs specific IEP is developed for students who are identified with special needs. They are given access to the Special Education resource room so that they may receive help with assignments. RSP teachers are co-teaching with general education teachers at least three periods a day. The RSP teachers have been paired with teachers so that they can see students on their caseload at least once daily.	● IEPs ● Differentiated Reader Notebooks in English-Language Arts ● SST meetings ● 504 meetings ● Adapted Physical Education program on site ● Resource Room/Learning Center
Counseling There are four counselors in the high school and two in the middle school. We also have two school psychologists and a guidance intern to help students with emotional and cognitive issues. Our counselors help each student develop an academic learning plan, and work hard to ensure that each student receives a rigorous academic program that enables them to enter college, the military, or work force upon graduation. Students are encouraged to take schedules that meet the "A-G" requirements. All students have access to a curriculum handbook that lists all required courses and elective courses. Students are given a copy of required classes for their grade level and possible electives that they take home and discuss with their parents. Then the counselors meet with all students in the spring to help the students review graduation requirements, A-G requirements, elective options and their 4-year plans.	● New counselor referral forms for non-academic issues ● Unofficial transcripts – available through ABI Parent Portal ● Reverse verification for courses ● Schedule request form ● Curriculum Handbook ● Counselor appointment log
Student Study Team We have a Student Study Team in place to help identify students who are struggling. This is often the first step to identifying special needs. The identified students are then placed in an appropriate program.	● SST meeting sign-in sheets ● SST meeting notes ● SST Feedback forms
Intermediate ELD (LTEL) At the classroom level, a variety of support mechanisms are embedded in the curriculum, such as interactive, student driven instructional approaches, Scaffolding, Thinking Maps and sentence frames. ELD teachers monitor student grades to identify at risk students. Outside of the ELD classroom, after school tutoring and enrichment are provided on a case by case basis. The district has made available a rich selection of learning and support apps on the Clever platform. AVID courses are also available to support college bound students. Guidance Counselors work to identify and provide suggestions to struggling students. Administration is in process of promoting and developing an equitable form of assessment which identifies positive learning outcomes and narrows understanding of academic areas in need of improvement and	● Hofflin Mifflin Harcourt E3D Curriculum ● Local Assessments ● After School Tutoring (individual teacher guided and implemented) ● Strategic Interactive Instruction (SII) ● AVID ● CLEVER (District Apps)

intervention.	
Grade Level ELD The StudySync curriculum offers a variety of support tools available to instructors. These include thinking maps, scaffolds and sentence frames. ELD students are encouraged to explore AVID. Because many students in grade level ELD classes are approaching mastery of the CA ELA and ELD Standards framework, the best way to offer support is through constant monitoring of student outcomes. ELD teachers monitor student strengths and challenges through ELLEVATION.	● AVID ● McGraw Hill StudySync ● ELLEVATION Data reporting system.
BMHS' new Eight Period Alternate Schedule Our alternate bell schedule gives students more access to courses that meet A-G requirements, electives, and credit recovery based on the student's needs and individual interests. This also allows students who have ELD the opportunity to take elective credits that otherwise would not have the opportunity during the traditional six period schedule.	● Master schedule ● Zero and Seventh Period Course List
RSP Co-Teaching Special education students are included in the general education classroom and resource specialist teachers are in the general education classroom. Since the last full self-study, we have placed emphasis on co-teaching across some core disciplines. The program currently includes English language arts, mathematics, and some history-social science so that special needs students are supported as they navigate the traditional classroom environment. Since its initial implementation, co-teaching has become more purposeful in planning, presentation, and problem-solving. Co-teaching has also afforded the opportunity for these teachers to teach in a variety of styles to keep student interest and energy at a high level. Those participating in co-teaching classrooms report they are working hard and want to continue to receive more training and support to build upon their effectiveness.	● Master Schedule ● Co-Teaching List ● CO-Teaching Professional Development
After School Tutoring- Math Tutoring Math tutoring was offered Monday through Thursday after school in the library from 2015-2018. Tutoring was done by two math teachers who receive additional support by student volunteers who tutor students. The student volunteers are selected by the Math department based on their skill set in particular math subjects. The tutoring is well received by the students and there is typically an attendance of twenty to thirty students on average. Most teachers offer tutoring during lunch, before school and after school on an as-needed basis.	● Library Sign In Sheet ● Math Department Unit Test scores
UCI Math Project The Irvine Math Project partners with local schools and districts to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics teachers. The Irvine Math Project provides a different approach for mathematics instruction in a broad range of schools and districts in the Orange County and LA County area. Bellflower Middle/High School teachers examined various UCI units and created an appropriate pacing guide for math courses. This program has not been used by math teachers since the 2017-2018 school year.	● Meeting Agenda ● Meeting Notes ● Pacing Guide
Math Intervention The goal of math intervention is to help students that are below proficient in math subject matter to improve through a more intensive two hour math block. The goal of the intervention is to provide students a period during the school day to get help in an area where they have struggled academically in the past. This intervention aligns directly with the school's SPSA goal two which states, "Bellflower Middle/High School will provide high quality instruction and learning opportunities preparing every student to increase one performance band or increase within their identified performance band in Math as measured by local and state assessments." Based on students' SBAC data, math grades, and math scores over their existence at Bellflower, math intervention classes were offered to those students that needed more support in order to move up one band on next year's SBAC test.	● Master Schedule ● Curriculum Handbook ● Math Intervention Course Description ● Math Department Meetings ● Math Staff Development ● Parent Notification Letters

This course was removed from the master schedule in the 2018-2019 school year based on student results. What was found is that some students who were in math intervention were failing multiple courses and were in need of more academic support and other students could not take the course due to being in ELD. Success seminar, AVID, and the eight period schedule were implemented as a result to help increase support for these students.	
AVID Tutorials The AVID program currently has eight college tutors most of which graduated from Bellflower Middle/High School. In the AVID elective class these tutors assist the students through a process called tutorials. AVID Tutorials are a collaborative environment in which students use the inquiry process and Socratic dialogue to address Points of Confusion from their content classes in order to come to a more complete understanding of what they are learning.	● Tutor List ● Tutorial Request Forms ● Classroom Observations
PRIDE Time In the 2019-2020 school year, prior to school closure, PRIDE Time was embedded into the school day as an academic intervention for all students. During this time at the end of second period students had the opportunity to choose what class to attend and complete academic work and receive additional support from teachers. Students were encouraged to choose a teacher on their course schedule, however that was not always the case due to the number of students on campus. PRIDE Time was also offered in the form of office hours during school closures. When school resumed PRIDE Time was increased to an hour per day to support students' learning. This intervention stopped after the 2021-22 school year with the implementation of our 8 period block schedule.	● PRIDE Time sign up sheets ● Bell Schedule
Embedded Support Embedded Support started in the 2022-23 school year with the introduction of our alternative 8 period block bell schedule. This was a variation of PRIDE Time where teachers have the opportunity to reteach or support certain groups of students based on their needs. Other students have the opportunity to work on classwork, missing assignments, or homework at the end of every period. Some teachers use embedded support every day and other teachers use as needed based on their pacing and lessons. Moving forward we want to train and utilize embedded support with more fidelity to increase support for students.	● School Bell Schedule
Wellness Committee The Wellness Committee's purpose is to implement processes that best support our students' social/emotional needs. The team has created a streamlined referral process for staff to complete on the schools website that refers students to a plethora of mental/emotional support systems that we have in place. The team meets monthly to go over data, upcoming events, plans for the future, and continue to discuss items that arise along the way. The team consists of administrators, teachers, counselors, outside agencies, and Community Schools.	● Meeting Agendas ● Sign In sheets ● Committee Staff List
Climate and Culture Staff & Student Committees This is the first year Bellflower has had a Dean of Climate and Culture to support restorative discipline, attendance, and all things related to climate and culture. There are two committees, one staff and one student. The staff committee is focused on revising the PRIDE matrix to include updated behavior expectations and incorporate the SLOs. The student committee came together and created a list of priorities that they would like to focus on as we aim to improve the quality of our schools grounds, classroom environments, and the camaraderie between students, staff, and all partners in our school.	● Meeting Minutes ● Meeting Handouts ● Meeting Presentations ● Meeting Agendas ● Sign In sheets

Multi-Tiered Support Strategies for Students

Evaluative Statement
Bellflower Middle/High School leadership is effective in developing and implementing alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students. This is an area of the school that has been a high focus since the return from distance learning and continues to be evaluated and developed.

Findings	Supporting Evidence
Professional Learning Communities (PLCs) PLCs have become a relevant and useful tool to keep teachers consistently analyzing and updating their curriculum. PLCs have become improvement resources for teachers of similar content and grade levels. Many PLCs have worked to create common pacing guides, assessments and grading policies to standardize content; this allows PLCs to closely analyze students' acquisition of course material. The PLCs offer teachers a unique forum to discuss areas of strength and growth, teaching strategies and practices in their classroom. Some teachers and departments actively observe other teachers during their conference period so they may see different teaching strategies and techniques. Some PLCs and teachers also meet during common conference periods or informally during different times of the work day.	● Department pacing guides ● Counselor referrals ● PLC meeting minutes ● PLC meeting agenda ● PLC meeting schedule
Students who have an IEP are offered additional support within the general education classes, based on their individual goals.	● Student IEPs ● Resource Specialist Support in the General Education Classes
RSP Co-Teaching Since the last full self-study, our school has placed emphasis on co-teaching across some core disciplines. The program currently includes English Language Arts, mathematics, and some history-social science so that special needs students are supported as they navigate the traditional classroom environment. Regular education and Special Needs teachers have been eager to grow in their new collaborative relationships so together they can bring the best educational experience for every student in their classrooms. Since its initial implementation, co-teaching has become more purposeful in planning, presentation and problem-solving. Co-teaching has also afforded the opportunity for these teachers to teach in a variety of styles to keep student interest and energy at a high level. Those participating in co-teaching classrooms report they are working hard and want to continue to receive more training and support to build upon their early promising practice.	● Master Schedule ● Co-Teaching List ● CO-Teaching Professional Development
Special Day Class /SDC SDC (Special Day Class) is offered to students with intensive needs that cannot be met by the general education program or RSP.	● Master Schedule ● IEPs ● SDC Caseload
Wellness Center The wellness counselors consult and collaborate with teachers, one on one aides and make the Wellness Room available to all students. Students can sign up for appointments in order to receive support for students' social/emotional needs.	● Student sign in sheet ● Wellness referral form
Success Seminar Success Seminar is offered for students with the purpose of providing Social, Emotional, and Academic support that will encourage, engage, and empower allL students in their pursuit of a successful high school career. Students participate in lessons that cover the five components of Social Emotional Learning. Students can join the class by counselor referral or choose it as an elective. This year all non-promoting 8th graders were placed in the class. School Connect Curriculum is used to teach the class.	● School Connect Curriculum ● Course Description ● Course Curriculum ● Student success rates

OdysseyWare/Credit Recovery Students have been given opportunities to recover credits through a "Credit Recovery" program. This course prior to school closures was offered during a zero period, before school, or 7th period, after school. Since the implementation of our new eight period day, this class is embedded into the school day. Students are in class for five hours a week, and they have scheduled times that they may also access their course work from home. OdysseyWare has allowed students to make up credit deficiencies. Courses in OdysseyWare have been customized by BUSD content area teachers to reflect Bellflower Unified School District and California State Standards for learning. OdysseyWare is also used in summer school to create flexibility in student scheduling.	• OdysseyWare • Credit Recovery Referral Forms • Student Transcripts • Syllabi • Summer School Referral Forms • OdysseyWare Student Guide
Student Study Team Another way we support students is through Student Study Teams. These are in place to help identify students who are struggling. This is often the first step to identifying special needs. The identified students are then placed in an appropriate program.	• SST meeting sign-in sheets • SST meeting notes • SST Feedback forms
Community Schools Initiative The Community Schools Initiative is committed to providing integrated student support services which include social-emotional learning opportunities. Through partnerships with county, community, and private organizations, students have participated in SEL events such as the Kaiser Educational Theatre, Department of Mental Health School-based classroom presentations, individual counseling, and groups, Breaking Down the Walls safe environment and positive culture building, mental health awareness through NAMI HS club activities, and mental health support from graduate social work interns.	• Presentations • Counseling Sign In Sheets • Brochures/Pamphlets
La Cada The Los Angeles Centers for Alcohol and Drug Abuse (LACADA) provide school-based prevention services that include evidenced-based classroom prevention education on substance abuse, educational material, and community resources to staff, students, parents, and the community, and individual and group counseling to students identified by staff or requested by the parent. Additionally, LACADA provides treatment services to individuals and groups that include mental health treatment and drug testing.	• Referral data tracker
Family Guidance Interns Our Community Family Guidance Center provides an environment of empowerment for students and their families in need of healing from trauma, abuse, emotional, behavioral, and mental health challenges through proven interventions and compassionate guidance. They help to restore confidence in students and help to decrease the likelihood of school dropout homelessness, poverty, and suicide. Our Community Family Guidance interns, support students in one to one counseling sessions and also they provide classroom presentations on topics related to mental/emotional health.	• Classroom Presentation Sign In Sheet • Counseling Referral Form

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

Evaluative Statement
Bellflower Middle/High School is not effective in assessing the effectiveness of the multi-tiered support system and its impact on student success and achievement. However, there were many new strategies and supports implemented in the 2022-2023 school year that will allow for the school to more effectively assess these strategies' impact on student success and achievement moving forward.

Findings	Supporting Evidence
California Healthy Kids Survey Students have the opportunity every year to give input by completing a confidential survey of school climate and safety, student wellness, and youth resiliency.	● California Healthy Kids Survey results
Panorama Survey Students have the opportunity every year to complete the Panorama Survey. This is a student perception survey that collects feedback data for teachers and school administrators.	● Panorama Survey results
School and Dashboard Data The school looks at appropriate data to determine what new systems and supports are needed to improve student achievement and success. There have been many new implementations since school reopenings at Bellflower Middle/High School that will help improve that data and student achievement.	● Aeries queries ● California Dashboard Data ● EdData ● DataQuest ● California College Guidance Initiative (CCGI)

Co-Curricular Activities

Evaluative Statement
Bellflower Middle/High School is highly effective in ensuring there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college and career readiness standards. Students have an abundance of opportunities to participate in any activities and clubs that interest them.

Findings	Supporting Evidence
In addition to rigorous academic courses, our school offers many co-curricular activities on campus. There are over 45 student-led clubs on campus that not only emphasize cultural awareness but take action through community service. We offer many academic-based clubs in addition to the cultural clubs on campus. Our students have won scholarships, medals and trophies at local, state and national levels.Clubs participate in a Club Rush and Fall Fest, allowing students to be exposed to the mission of each club and have an opportunity to join a club of interest. Cultural Awareness and Unity through Diversity students have the opportunity to explore and share other cultural activities and taste foods from other cultures.	● Google Sites Club Information: https://www.busd.k12.ca.us/domain/2403 ● ASB Club Account List ● Fall and Spring Fest ● Community Service Projects ● #wearebellflower Instagram Feed ● Student and advisor led Instagram accounts for individual clubs ● Club Meeting Minutes/Attendance Sheets/Sign-Up Sheets ● Club Rush Signups
Our Link Crew program with 11th and 12th grade Link Leaders help to mentor incoming 7th graders and provide them support throughout their first year of middle school. These Link Leaders complete several days of training throughout the school year, to develop the leadership skills necessary to be able to work with their middle school mentees. Link Leaders also host an orientation for incoming 7th grade students prior to the start of the school year, introducing these new students to our campus. Link Crew also hosts study sessions prior to finals week for middle school students. In addition, during the 2022-2023 school year, Link Crew began tutoring middle school students who need additional help during 7th and 8th period.	● Link Crew Training ● 7th grade Orientation ● Link Crew Activities ● Link Crew Student List ● Link Crew Teacher/Staff Student Nomination Form

The school's AVID program offers students the opportunity to gain knowledge, skills and resources and become leaders on campus. Students attend various college field trips and hear from guest speakers regarding the college going experience and careers.	● AVID Field Trip Lists ● Guest Speakers
Bellflower Middle/High School offers many opportunities to participate in non-academic activities such as various band teams, dance, cheer, ensemble, theater, and various athletic teams.	● Team Lists ● Auditions and try-outs
The Buc Exchange Clothing Donation Program sponsored by Key Club connects students with free clothing and toiletries.	● Donation List ● Key Club Student List ● Key Club Meeting Notes and Agenda
Buc of the Month All teachers are invited to participate in naming a Buc of the Month. This student is chosen by one of his/her teachers for exemplifying one or all of PRIDE attributes. These students receive a certificate acknowledging their achievement. Then, one student per grade level is selected to have their name on the marquee as the grade level Buc of the Month.	● Buc of the Month recipient list ● Buc of the Month teacher recommendation forms
Staff members assist clubs with community service projects by bringing clothes, canned food, toys, toiletries, and participate in the various "Drives" we have on campus. Some staff members also "Adopt-A-Family" during the holiday season by providing gifts, money, and holiday meals. Faculty and staff on campus connect with needy families in the community and "adopt a family" during the holiday season. Adopt a Family records are kept on a spreadsheet by the Case Manager.	● Donation List ● Staff Photos
Staff members have also donated beauty supplies and their personal time for a Prom Pampering Boutique and Gentlemen's Finishing Station. The event offers free manicures, hair styling, haircuts, makeup, dresses, and suits, for our Prom-Bound students provided by teacher, student, and community volunteers.	● Prom Pampering Sign-Up Sheet ● Prom Pampering Donation List ● Teacher emails ● Teacher volunteer list

Student Voice

Evaluative Statement
Bellflower Middle/High School is effective in giving students the opportunity to deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
Climate and Culture Student Committee The student Climate and Culture Committee is new to BMHS. It consists of students from grades 9-12. This committee is focused on creating environments that are welcoming for all students. They want to be a part of building an atmosphere where all kids feel accepted, valued, and supported. A few ideas from our past meeting include: a community garden, beautification projects, a positivity wall, and more bonding activities with students and teachers. We are excited to see all that these young climate and culture committee members bring to the table.	● Meeting Agenda ● Meeting Presentation ● Sign In Sheet ● Student List
ASB The Associated Student Body is a group of students on campus who lead school-wide events including rallies, fundraisers, festivals, holiday events, parades, homecoming, prom, senior athletics night recognition, cultural awareness months,	● Meeting minutes ● Google Classrooms ● Social media accounts @WeAreBellflower and

student and staff recognition, and more. For the last five years, MS and HS ASB has earned the Outstanding Leadership Program Award awarded to student councils who submit a self-study to the California Association of Student Leaders (CASL). We incorporate programs like Red Ribbon Week, Dude. Be Nice, Read Across America, and Jostens Renaissance and other various activities on campus.	grade level accounts ● Outstanding Leadership Program Award ● Attendance at student and advisor CADA conferences each year for leadership training
Buc News Beginning in the Spring of 2020, Bellflower High School ASB students, along with students from the tech production class, began creating a series of video clips, highlighting our announcements and/or school events. Eventually, we called this segment "Buc News."	● YouTube.com ● https://www.youtube.com/@wearebellflower9079
Grade Level Clubs Students have the opportunity to join their grade level club (i.e. Class of 2023), which enables students to participate in activities within their own grade level. This has allowed for students to feel a greater connection with their peers, staff, and with their school. Some of these activities include, but are not limited to: senior sunrise, dance planning, Fall Festival, fundraisers, rally setup, holiday celebrations, and more. Each grade level has a Grade Level Google Classroom. Students are added to the Grade Level Google Classroom at the start of their 7th grade year. Multiple staff members have teacher access to upload content and information to the Google Classrooms including class advisors, assistant principals, yearbook advisors, counselors, College and Career Center, and class presidents.	● Student created Clubs/Organizations Google Site: https://www.busd.k12.ca.us/domain/2403 ● Instagram accounts for each grade level ● Grade Level Google Classrooms ● 2 staff advisors per club ● Club minutes ● Fundraisers ● Yearbook photos ● MS and HS dances
California Healthy Kids Survey Students have the opportunity every year to give input by completing a confidential survey of school climate and safety, student wellness, and youth resiliency.	● California Healthy Kids Survey results
Panorama Survey Students have the opportunity every year to complete the Panorama Survey. This is a student perception survey that collects feedback data for teachers and school administrators.	● Panorama Survey results
ASB Elections Students have the opportunity every year to run for asb cabinet positions on campus. Various positions such as president, vice president, secretary, and treasurer are available for students to campaign around campus and promote their contributions and vision for the school climate. Students then vote on the candidates during an election.	● ASBWorks.com for voting ● Cabinet and class president elections ● Homecoming and Prom candidate elections ● @WeAreBellflower IG for candidate information
Club Rush Students have the opportunity to participate in more than 45 clubs on campus each year. During the first month of school clubs promote during lunch and students have the opportunity to sign up and participate in many	● Sign-up sheets ● BellflowerHigh.org ● Student created Clubs/Organizations Google Site
School Senate A Student-led program in which one volunteer leader from each club/team/organization acts as a representative on our School Seenate. The ASB Vice-president calls for and runs the meetings. This student shares activities information from ASB. A portion of the meetings are used to give each club/team/organization a platform to share their own upcoming events. Those events are added to the Google Slide presentation. The Google Slides presentation is	● Student-generated PowerPoint presentations ● Roster of leaders ● Google Classroom for School Senate

shared with all senators via the Senate Google Classroom. Senate representatives are then asked to return to their clubs/teams/organizations to share information with their own groups.	
Wellness Referral Form This wellness referral form was created to have a streamlined process when it comes to staff referring students for social/emotional concerns and needs. The form is located under "Staff" on the school website.	● [Wellness Referral Form](#)
School Site Council High school students have the opportunity to be involved in school site counsel each year. This allows students to participate in the decision making process with regards to the schoolwide action and resource allocations for school programs.	● Meeting Minutes ● Meeting Agenda/Sign In Sheet ● SSC Member List
The Ship Spirit Club Starting in the 2022-2023 school year, a new student-led group called "The Ship" was created, to enhance student participation at school rallies and sporting events. They have their own Instagram account and they set up announcements to recruit students to attend these events.	● @BHSTheShip Instagram Account ● Club Meetings

ACS WASC Category E School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

The three preliminary major student learner needs, based on the school's student/community profile, are to improve student achievement in ELA at all grade levels and population subgroups, improve student achievement in math in all grade levels and population subgroups, and increase the amount of students meeting A-G requirements. Based on focus group E's findings one area of growth is to monitor and assess our multi-tiered support systems frequently to provide students with necessary support and determine the impact on student success. Other areas of growth are to continue to work with all educational partners in maintaining an atmosphere of trust, respect, equity, and professionalism, advocate for the modernization of facilities to meet the needs of a 21st century learning environment, and create an implementation plan for the use of social/emotional strategies campuswide.

SPSA Goal 1A is to 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. This is directly related to our area of growth to monitor and assess our multi-tiered support systems and create an implementation plan for the use of social/emotional strategies campuswide. This will increase student engagement, social/emotional health, and the school climate at our school. SPSA Goal 2 is to provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready. Advocating for the modernization of facilities to meet the needs of a 21st century learning environment will result in increased student achievement by providing students with an opportunity to the most up to date technology, learning environment and materials.

Areas of Strength

1. The school implements strategies and processes to involve all educational partners in the learning and teaching process for all students.
2. The school has existing policies to ensure a safe, clean, and orderly environment for students.
3. Bellflower Middle/High School has a welcoming and inclusive school culture that demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.
4. Bellflower Middle/High school has a wide variety of co-curricular activities and there is a high level of student involvement.
5. Bellflower Middle/High School gives students many opportunities to advocate and provide feedback to improve their school community.

Areas of Growth

1. Bellflower Middle/High School has increased the amount of multi-tiered support systems for all students coming out of school closures, the implementation of these systems needs to continue to be monitored and assessed frequently to provide students with necessary support and determine the impact on student success.
2. Bellflower Middle/High School needs to continue to work with all educational partners in maintaining an atmosphere of trust, respect, equity, and professionalism.
3. Bellflower Middle/High School needs to advocate for the modernization of facilities to meet the needs of a 21st century learning environment.
4. Bellflower Middle/High School needs to create an implementation plan for the use of social/emotional strategies campuswide.

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS

Summary from Analysis of Identified Major Student Learning Needs

Based on the school profile, focus group findings, and California School Dashboard Bellflower Middle/High School has identified areas of strength and growth in each of the criteria categories. Based on the findings the school has implemented many systems in the areas of curriculum and instruction, college and career readiness (CCR), PLCs, and multi-tiered supports for students since the last WASC self-study. The findings also show that the student achievement data does not show significant growth due to various reasons. However, our California dashboard data is comparable to that of the state. Moving forward, the school has developed systems and supports that will increase student achievement in the coming school years.

A: Organization

Areas of Strength:	Areas of Growth:	Next Steps:
1. The school has a clearly established mission, vision, and schoolwide learner outcomes and it is aligned with district goals for students. 2. There are opportunities for educational partners to participate in the decision making processes in all areas of governance at Bellflower Middle/High School. 3. The school has multiple means of communicating policies and procedures to all educational partners. 4. The school allocates resources based on LCAP and SPSA goals to increase all student achievement.	1. Bellflower Middle/High School needs to improve on ensuring that all educational partners understand the purpose of the school's vision, mission, SLO's, and district LCAP. 2. Bellflower Middle/High School needs to increase engagement of educational partners in the decision making process. 3. Bellflower Middle/High School needs to create a system to gather data that shows how the professional learning offered and attended affects student performance.	1. Create involvement opportunities to increase engagement of families in the school's decision making processes. 2. Create days focused on the schoolwide learner outcomes at the beginning of the school year to increase understanding of the school's vision, mission, and SLO's. 3. Analyze data from schoolwide learner outcome activities to determine educational partners' understanding of the school's vision, mission, and SLOs. 4. Create a system to gather data that shows how PD affects student achievement in ELA, Math, and CCR. 5. Offer PD on building literacy across course disciplines.

B: Curriculum

Areas of Strength:	Areas of Growth:	Next Steps:
1. The school has a rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards in all content areas. 2. There is congruence between the actual concepts and skills taught to the SLOs and academic standards in each course offered. 3. The school engages with many community partners, resources, articulation with feeder schools, local colleges and universities.	1. Bellflower Middle/High School needs to clearly define college and career readiness indicators or standards for each core subject area. 2. Bellflower Middle/High School needs to facilitate the integration of career technical education awareness in all disciplines. 3. Bellflower Middle/High school needs to implement a formal tracking system to determine the effectiveness of curricular programs. 4. Bellflower Middle/High School needs to continue to engage parents/guardians in developing their students' personal learning	1. Train 100% of staff in AVID methodologies and WICOR strategies. 2. Evaluate the effectiveness of curricular programs. 3. Continue to evaluate counselor effectiveness and students A-G completion rates.

	plan and activity monitoring their progress.	

C: Learning and Teaching		
Areas of Strength: 1. Bellflower Middle/High School teachers facilitate learning through a student centered approach using research-based instructional methodologies including differentiation and the integrated use of technology. 2. Bellflower Middle/High School teachers give students access to and engage in career preparation activities. 3. Bellflower Middle/High School provides students with opportunities to be involved in challenging and relevant work in the classroom.	**Areas of Growth:** 1. Bellflower Middle/High School needs to continue to use standards, expected performance levels, and critical thinking to close the performance gaps for all students using academic support systems and researched based teaching strategies. 2. Bellflower Middle/High School teachers need to continue to challenge students to demonstrate application of knowledge and extend learning opportunities using the DOK wheel and show mastery of the standards and content.	**Next Steps:** 1. Provide PD and observation opportunities for teachers in the areas of literacy, SII, ULD, thinking maps, and AVID methodologies/WICOR to staff.

D: Assessments		
Areas of Strength: 1. Teachers use classroom assessment data to analyze and drive instruction in order to reteach or retest. 2. Teachers analyze data from state and district benchmarks to revise pacing guides and target academic support for struggling students. 3. Parent access to parent portal, school websites, and blackboard is utilized to report performance data to families. 4. Teachers give timely feedback to students through the use of formal/informal checks for understanding and technology.	**Areas of Growth:** 1. All PLC's and crews need to use common assessments to determine mastery of standards and to guide data-driven discussions. 2. Bellflower Middle/High School needs to develop consistent grading practices to ensure equity across and within grade levels and content areas. 3. Bellflower Middle/High School needs to use student performance data to determine achievement gaps to target academic support. 4. PLC's and crews need to implement formalized practices to facilitate their collaboration and discussions about the analysis of student performance data.	**Next Steps:** 1. Fully implement the use of the formalized practices in PLCs and Crews. 2. Using the formalized practices, PLC's will collaborate and discuss student performance data to drive instruction.

E: School Culture		
Areas of Strength: 1. The school implements strategies and processes to	**Areas of Growth:** 1. Bellflower Middle/High School has increased the amount of	**Next Steps:** 1. Analyze data for the multi-tiered support systems and its effect on

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involve all educational partners in the learning and teaching process for all students. 2. The school has existing policies to ensure a safe, clean, and orderly environments for students 3. Bellflower Middle/High School has a welcoming and inclusive school culture that demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning. 4. Bellflower Middle/High school has a wide variety of co-curricular activities and there is a high level of student involvement. 5. Bellflower Middle/High School gives students many opportunities to advocate and provide feedback to improve their school community.	multi-tiered support systems for all students coming out of school closures, the implementation of these systems needs to continue to be monitored and assessed frequently to provide students with necessary support and determine the impact on student success. 2. Bellflower Middle/High School needs to continue to work with all educational partners in maintaining an atmosphere of trust, respect, equity, and professionalism. 3. Bellflower Middle/High School needs to advocate for the modernization of facilities to meet the needs of a 21st century learning environment. 4. Bellflower Middle/High School needs to create an implementation plan for the use of social/emotional strategies campuswide.	student achievement. 2. Create an implementation plan for use of social/emotional strategies campuswide. 3. Advocating for the modernization of all campus facilities to meet the needs of a 21st century learning environment.

After reviewing the identified areas of strength and growth for each criteria category there were some trends that were found based on the focus group findings that will guide the revision of our schoolwide action plan.

1. Improve academic and social/emotional support and interventions for all students at all grade levels and population subgroups in Math and ELA.
2. Increase the amount of students completing A-G requirements and/or Career Technical Education (CTE) pathways.
3. Strengthen the use of Professional Learning Communities in order to improve staff collaboration, development of common assessments, pacing guides, teaching strategies, and student achievement.
4. Continue to provide opportunities for input from all educational partners with regard to school and student achievement.

SCHOOLWIDE ACTION PLAN/SPSA

Schoolwide Action Plan

Link to 2022 School Plan for Student Achievement: 2022 School Plan for Student Achievement

Goal #1: Bellflower Middle/High School will improve its Multi-Tiered System of Support (MTSS) to address the needs of all students.					
Action Steps	**Next Steps/Process**	**Persons Responsible**	**Resources**	**Measurable Outcomes**	**Timeline**
Provide Professional Development focused on building literacy across course disciplines.	● Provide PD opportunities to all teachers ● PLCs need to collaborate to establish literacy strategies that will be implemented to increase literacy in their respective content areas ● PLCs evaluate data and refine practices to ensure students are building literacy skills	● Site and District Administration ● Instructional Specialist ● PLC: Departments & Crews	● LCAP ● Supplemental and Concentration Grant ● Title I	● Improvements in student performance data ● Improvements in student outcomes (grades) ● Identification of students in need of additional support ● Development of updated pacing guides and common assessments	Ongoing
Train 100% of staff in AVID methodologies and WICOR strategies.	● Establish a list of teachers who have not been trained. ● Provide AVID PD opportunity sign up for AVID summer trainings ● Provide regional AVID PD opportunities offered throughout the year ● Provide on-site AVID training for teachers who want a refresher or who have not participated in AVID summer or regional training	● Site and District Administration ● Instructional Specialist ● AVID Coordinator ● PLC: Departments & Crews	● LCAP ● Supplemental and Concentration Grant ● Title I	● Improvements in student performance data ● ● Improvements in student outcomes (grades) ● ● Increased number of students who are College and Career Ready ● ● Increase the number of students enrolling in higher level/advanced classes ● ● Development of updated pacing guides and common assessments	2023-2024 school year 2024-2025 school year 2025-2026 school year Ongoing
Evaluate the effectiveness of curricular programs.	● Gather and analyze data ● Identify areas of growth to develop/refine practices ● Based on data and need, create support systems as needed	● Site Administration ● Instructional Specialist ● Department Chairs ● Course Leads	● LCAP ● Supplemental and Concentration Grant ● Title I	● Improvements in student performance data ● ● Decrease of D/F grade rates ● ● Development of updated pacing guides and common assessments	Ongoing

Analyze data for the multi-tiered support systems and its effect on student achievement.	• Gather and analyze data • Determine student outcomes based on data • Analyze teaching strategies and practices to determine improvements to curriculum • Modify assessments and activities as needed • Based on data and need, create support systems as needed	• Site Administration • Counselors • Instructional Specialist • Department Chairs • PLC: Departments & Crews	• LCAP • Supplemental and Concentration Grant • Title I	• Improvements in student performance data • Improvements in student outcomes (grades) • Decrease of behavior referrals/out of school suspension rates • Improvement of student engagement • Improvement of discipline data	Ongoing
Implement the use of social/emotional strategies campuswide.	• Develop a schoolwide SEL implementation plan incorporating activities, strategies, lessons, supports, and interventions • Refine the wellness referral system • Establish a comprehensive wellness center • Maintain the additional staffing of Counselors to support Wellness/Social Emotional Learning efforts	• Site and District Administration • Counselors • Instructional Specialist • Department Chairs • PLC: Departments & Crews	• LCAP • Supplemental and Concentration Grant • Title I	• Improvements in Panorama and/or SEL data • Increase the use of Tier 1 SEL supports • Decrease the number of students needing Tier 2 and/or 3 SEL supports • Increase of wellness referrals • Decrease of behavior referrals • Decrease in D/F grades	2023-2024 school year Ongoing

Goal #2: Bellflower Middle/High School will increase the number of students meeting College and Career Indicators (CII) by completing A-G requirements and/or Career Technical Education (CTE) pathways.					
Action Steps	**Next Steps/Process**	**Persons Responsible**	**Resources**	**Measureable Completion**	**Timeline**
Provide counseling and scheduling support to increase number of students meeting College and Career Indicators	• Counselors continue monitoring and reviewing transcripts to help students with post-secondary planning • Counselors continue to host parent/student conferences to discuss student progress • Counselors provide college/career awareness presentations to parents/students • Establish a schedule to facilitate California Colleges	• Site and District Administration • Counselors	• LCAP • Supplemental and Concentration Grant • Title I	• Increase in students meeting A-G requirements • Decrease in D/F grades • Increase in CTE pathway completion • Improvements in student performance data • Increase in number of students applying to college/post-secondary institution	Ongoing

	Guidance Initiative lessons and activities ● Build counselor capacity by attending PD, workshops, and trainings to refine counseling practices and to align with the ASCA National Model				
Increase student awareness and interest in completing A-G requirements	● Facilitate the development of student academic plans ● Create a system to monitor student progress ● Expand the AVID elective to support students in meeting A-G requirements	● Site and District Administration ● Counselors ● AVID Coordinator	● LCAP ● Supplemental and Concentration Grant ● Title I ● Aeries Data ● CA Dashboard Data	● Increase in students meeting A-G requirements ● Decrease in D/F grades ● Increase in number of students applying to 4-year universities ● Increase in number of students submitting financial aid applications	Ongoing
Increase student awareness and interest in completing CTE Pathways	● Counselors monitor students who complete concentrator courses and encourage students to take the completer course. ● CTE Dept continuously refines instructional practices/strategies to increase participation ● CTE Dept develops a monitoring/tracking form for each student who starts a concentrator course to aid in monitoring. ● CTE Dept Chair assists in monitoring student progress towards pathway completion and works with outside partners to provide fieldwork experiences for students ● Advertise and explain the benefits of CTE pathway completion	● Site and District Administration ● Counselors ● CTE Dept. Chair & CTE Teachers ● CalAPS CEO and staff	● LCAP ● Supplemental and Concentration Grant ● Title I ● Aeries Data ● CA Dashboard Data ● CTE Monitoring/Tracking Forms	● Increase in CTE class enrollment ● Increase in CTE pathway completion	Ongoing
Increase understanding of the school's vision,	● Create activities focused on the SLOs that are reviewed during	● Site Administration ● Counselors	● Mission, Vision, SLOs	● SLOs Student Survey ● Increased assignment	Ongoing

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mission, and SLOs.	P.R.I.D.E. Days ● PLCs incorporate SLOs into lesson activities and assignments (i.e. adding SLOs to assignment directions, explaining during instruction, etc.) ● Analyze data from schoolwide learner outcome activities to determine educational partners' understanding of the school's vision, mission, and SLOs.	● Instructional Specialist ● Department Chairs ● PLC: Departments & Crews	Classroom Posters ● Survey Data ● Aeries Teacher Gradebook Summary Data ● Aeries Data	completion rate ● Decrease in D/F Rates	
Increase access to the College & Career Center	● Ensure the College & Career Center is accessible to all students throughout the day ● Maintain the additional staffing of a full-time College & Career Counselor position to work closely with the counselors to support college/career efforts ● In conjunction with other counselors, create a system to monitor student progress ● Make the Career tech position full-time to further support the College & Career Center	● Site Administrators ● College and Career Counselor ● College and Career Technician	● LCAP ● Supplemental and Concentration Grant ● Title I ● Aeries Data ● CA Dashboard Data ● CCGI Data ● CCC Sign-In Sheets	● Increase in the number of students meeting A-G requirements ● Increase in number of students applying to college/post-secondary institution ● Increased use of CCGI planning tools ● Increase in students visiting and utilizing the College & Career Center	Ongoing

Goal #3: Bellflower Middle/High School will strengthen the use of Professional Learning Communities in order to improve staff collaboration, development of common assessments, pacing guides, teaching strategies, and student achievement.					
Action Steps	**Next Steps/Process**	**Persons Responsible**	**Resources**	**Measureable Completion**	**Timeline**
Measure the effectiveness that PD has on student achievement in all content areas, but specifically focusing on ELA, Math, and CCR.	● Create a system to gather data to evaluate effectiveness ● Gather student performance data for PLCs to analyze ● Provide summer collaboration time to PLCs to analyze data and share best practices ● Create a schedule for PLCs release time during the year to collaborate ● PLCs establish common	● Site Administration ● Instructional Specialist ● Department Chairs ● PLC: Departments & Crews	● LCAP ● Supplemental and Concentration Grant ● Title I ● Surveys ● Aeries Data ● CA Dashboard Data	● Increased student achievement in ELA, Math, and CCR ● Decreased D/F Rates	Ongoing

	practices and continuously monitor to refine				
Provide PD and observation opportunities for teachers	• Provide PD focused on site and district initiatives (literacy, SII, ULD, thinking maps, AVID/WICOR, etc.) • Provide refresher PD as needed • Establish a culture of site-based/teacher led instructional rounds	• Site Administration • Instructional Specialist • Department Chairs • PLC: Departments & Crews	• LCAP • Supplemental and Concentration Grant • Title I • Registration/Sign-In Sheets	• Improvements in student performance data • Increased use of research based instructional strategies	Ongoing
Fully implement the use of formalized practices in PLCs.	• Establish teacher Course Leads to facilitate crews/course alike teams • Using the formalized practices, PLC's will collaborate and discuss student performance data to drive instruction. • PLCs will collaborate to develop and update pacing guides, establish common grading practices within course-alike teachers, and create common assessments	• Site Administration • Instructional Specialist • Department Chairs • PLC: Departments & Crews	• LCAP • Supplemental and Concentration Grant • Title I • Google Drive Documentation • PLC Collaboration Notes • Pacing Guides • Common Assessments • Grading	• PLC/Crew Meeting Agendas/Minutes • Common Pacing Guides • Common Assessments • Formalized PLC/ analytical data • Increased student achievement	Ongoing

Goal #4: Bellflower Middle/High School will continue to provide opportunities for input from all educational partners with regard to school and student achievement.					
Actions Steps	**Next Steps/Process**	**Persons Responsible**	**Resources**	**Measureable Completion**	**Timeline**
Create involvement opportunities to increase engagement of families in the school's decision making processes.	• Continue offering capacity building opportunities (e.g. PEBSAF, PIQE, etc.) • Collaborate with Community Schools Initiative/Family Resource Center to provide year-round activities/events	• Site Administration • Counselors • Community Schools Initiative/Family Resource Center	• LCAP • Supplemental and Concentration Grant • Title I Grant • LACOE/Community Schools Initiative Grant • Registration/Sign-In Sheets	• Increase in number of parents/guardians who attend events/activities	Ongoing

			● Agendas		
Increase awareness of all programs, support services, and activities available.	● Continue utilizing multiple methods of communication (i.e. website, Blackboard, Bellflower Beat newsletter, social media) ● Explore other means of communication that allow for greater interaction between educational partners ● Increase communication between teachers and families	● Site Administration ● Counselors ● Community Schools Initiative/Family Resource Center ● Teachers	● LCAP ● Supplemental and Concentration Grant ● Title I Grant ● Registration/Sign-In Sheets ● Blackboard usage data ● Smore newsletter data ● Social media follower data	● Increase in number of ed partners attending events/activities ● Increase in number of ed partners participating in programs/support services ● Increase in number of followers on social media platforms	Ongoing
Creating a 21st century learning environment.	● Advocating for the modernization of all campus facilities to meet the needs of a 21st century learning environment. ● Ensuring that classrooms are equipped with the latest technology and learning resources/materials	● Site and District Administration ● Board of Education ● Teachers/Staff ● Parents/Families ● Students	● Possible Bond Measure (need to advocate) ● LCAP ● Supplemental and Concentration Grant ● Title I Grant ● Facilities Master Plan Needs Assessment Results ● Ed Partner Surveys	● Improvements in student performance data ● Increase in students meeting A-G requirements ● Increase in CTE pathway completion ● Increase in ed partner engagement and involvement	Ongoing

Describe the school's follow-up process, ensuring an ongoing improvement process

Bellflower Middle/High School will continue to engage our educational partners as we monitor the progress of the goals outlined in our schoolwide action plan. At the beginning of each school year, we will review and discuss the school's mission, vision, schoolwide learner outcomes, and schoolwide action plan to guide our annual focus of addressing the needs of all students. Goals are set based on previous year data and they are reflected in our SPSA, which is then reviewed and approved by our School Site Council. These items and our focus are shared and communicated with all educational partners through various start of the year communications and events. As a staff, we will continuously review performance data throughout the year in our PLC meetings to ensure that we implement and integrate the school's SPSA and action plan goals into our various practices. Additionally, the site administration meets with all department chairs monthly to ensure there is continuous feedback and collaboration regarding the progress of the goals. This process is then repeated each year in our continuous improvement cycle.

Appendices:
1. [2022-2023 Bellflower Unified School District LCAP](#)
2. [2022 School Plan for Student Achievement](#)
3. Student Surveys/Feedback:
   a. [Spring 2022 STUDENT Panorama Survey Results](#)
   b. [Fall 2022 STUDENT Panorama Survey Results](#)
   c. [2021-2022 California Healthy Kids Survey Results](#)
4. Staff Survey/Feedback:
   a. [Fall 2022 STAFF Panorama Survey Results](#)
5. Staff and Parent Survey/Feedback:
   a. [Spring 2022 Level One High Reliability Schools Survey Results](#)
6. Parent, Staff, and Student Survey/Feedback:
   a. [Title 1 Needs Assessment Results](#)
7. Parent Survey/Feedback:
   a. [Parent Workshop Survey](#)
8. [Master Schedule (Spring 2023)](#)
9. [Approved AP course list](#): https://apcourseaudit.epiconline.org/ledger/
10. [UC a–g approved course list](#): https://doorways.ucop.edu/list/app/home/
11. Additional details of school programs:
    a. [2022-2023 School Profile](#)
    b. [2023 Early College Academy Brochure](#)
    c. [2023 Early College Academy Information Video](#)
    d. [2022 AVID Recruitment Flyer](#)
    e. [CTE Pathway Flyer](#)
    f. [CalAPS Website](#)
    g. [APEX Flyer](#)
    h. [APEX Brochure](#)
    i. [Community Schools Initiative - Family Resource Center Website](#)
12. [California School Dashboard performance indicators](#)
13. [School accountability report card (SARC)](#)
14. [BHS Graduation Requirements](#)
15. Other pertinent information:
    a. [Bell Schedule & Calendar](#)
    b. [22-23 PLC/WASC Meeting Calendar](#)
    c. [21-22 PLC/WASC Meeting Calendar](#)
    d. [Focus Group Staff Listing](#)
    e. [Department Listing](#)
    f. [Buc PRIDE Matrix](#)
    g. [Campus Map](#)
    h. [District and Staff Leadership Listing](#)
16. [Bellflower's Glossary of Terms](#)