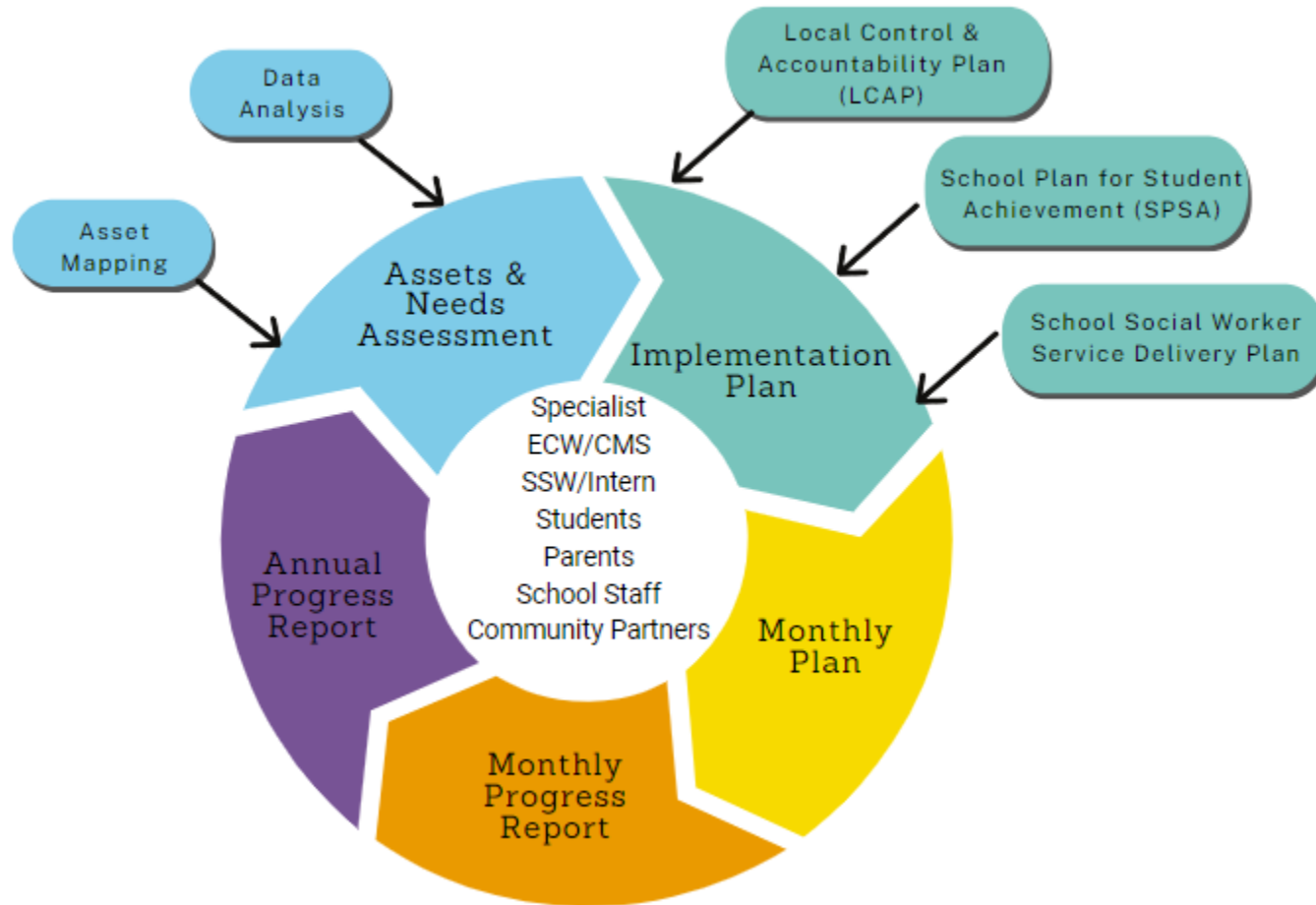


Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: Bellflower

This implementation plan should be developed by your site's shared decision-making team or council to ensure participation from students, staff, families and community partners. This plan is built from your Assets & Needs Assessment and should align to your district's Local Control & Accountability Plan (LCAP) and your school's School Plan for Student Achievement (SPSA). This plan will be used to develop your Monthly Implementation Plans and Progress Reports. It will also facilitate completion of the Annual Progress Report (APR) at the end of the year.



Community School Council Implementation Plan (CSCIP) for 2024 – 2025

Capacity-Building Strategies

Describe your team's plan to implement the five capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there.

Capacity Building Strategy	2023-24 APR Reflection	2024-25 Capacity Building Goals	Measure for Capacity Building Goals	End of Year Reflection
<i>Example: Collaborative Leadership</i>	<i>Visioning</i>	<i>Engaging – Develop Community School Council (CSC) that includes diverse voices from students, parents/caregivers, school staff, and community members.</i>	<i>EPS – Shared Decision Making – # of Student, Parent, Staff and Community Participants</i>	In the APR, you will reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community school's approach.
Shared Commitment, Understanding and Priorities	Visioning	Engaging: Continue to create opportunities for a deepened understanding of CS by presenting to staff, students, and parents; marketing in newsletters and flyers during tabling events; and surveying needs.	Number of presentations, marketing events, and # of parents, students, and staff who complete surveys.	
Centering Community-Based Learning	Visioning	Engaging: Continue to work with CTE department, Success (SEL) classes, clubs, and the Wellness Center to develop and expand CBL opportunities.	Number of community based learning events.	
Collaborative Leadership	Visioning	Engaging: Collaborate with admin, teachers, parents, & students, during CS Council, SLT, SSC, and other multidisciplinary team meetings to use CS model and strategies to sustain collaborative leadership.	Number of shared decision making meetings.	
Sustaining Staff and Resources	Visioning	Engaging: Identify and explore existing funding and personnel to sustain the CS model.	1:1 meetings with admin	
Strategic Community Partnerships	Visioning	Engaging: Create an annual survey for students and parents to identify needs and potential partners.	Number of survey responses; number of partner meetings; and number of new partners.	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute an asset and needs assessment that engages most students, staff, families, and community members in identifying their top community school priorities and vision. You can refer to this [Deep Assets and Needs Assessment](#) or this [Condensed Assets and Needs Assessment](#) for guidance.

What groups will you engage in your school site's asset and needs assessment and how will they be engaged?

School Community Group	Do you plan to engage this school community group?	How will you engage this school community group?	Please elaborate on the selected engagement strategies.	End of Year Reflection
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Example: Administrators	• Yes	• One-on-one interviews • Meetings and forums	I will engage Administrators in the assets and needs assessment process by: • Hosting a meeting/forum to discuss findings from the Community Schools Survey • Conducting 1:1 interviews with the principals and assistant principals to identify what they believe are school assets and areas of need.	<i>In the APR, you will reflect on the extent to which you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	• Yes	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	I will engage Administrators in the assets and needs assessment process by: One-on-One interviews Meetings and forums	
Educators	• Yes	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	I will engage educators in the assets and needs assessment process by: Surveys One-on-one interviews Meetings and forums	
Classified staff	• Yes	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	I will engage classified staff in the needs assessment process by: Surveys	
Students	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	I will engage students in the needs assessment process by: Surveys One-on-one interviews Focus groups Meetings and forums	
Family members	• Yes	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	I will engage family members in the needs assessment process by Surveys One-on-one interviews Meetings and forums	

Community members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	I will engage community members in the needs assessment process by Meetings and forums	
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How will you engage historically marginalized student and family groups through your asset and needs assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Group	How do you plan to engage this student and family group? Provide a brief description.	End of Year Reflection
Example: Group 1: African American Students	We plan to engage African American Students by surveying participants in the school's Black Student Union to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school. Results will inform our planning.	In the APR, you will rate the extent to which you have engaged members of these groups in developing your community school and provide a brief description of how you have engaged them.
Group 1: African American Students	We plan to engage African American students by surveying participants in the school's Young Black Scholars Club to identify their strengths and needs.	
Group 2: African American Parents	We will survey the parents of all AA students and conduct meetings to gain an understanding of their needs. The results will help inform our planning.	

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars, such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. The goals should align to your district's Local Control and Accountability Plan (LCAP) and school's School Plan for Student Achievement (SPSA). At least one student-centered goal should be identified.

Review your District's Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Annual Progress Report (APR) and School Social Worker Delivery Plan. Link them below:

Plan/Report	Link
LCAP	https://www.busd.k12.ca.us/our-district/lcff-lcap
SPSA	https://docs.google.com/document/d/1QAlcRvtRfNyxtLDa2HxynAd4KIftLypVVqEL81LIbo/edit?usp=sharing
APR (2023-24)	https://docs.google.com/document/d/1PjEx-bqJrSzoGk20xfcFpWcbEWXILsvMgSHP6Yf3M/edit?usp=sharing
SSW Service Delivery Plan	

Identify 3 SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals for your community schools' initiative. You can refer to this [SMART Goals: How to Guide](#) and [Creating SMARTIE Goals](#) resource for guidance. Parent engagement should not be a separate goal; it should be included within each goal.

SMARTIE Goals	Explain why the CSC has developed this goal and how it relates to your Assets and Needs Assessment, LCAP, and SPSA.	End of Year Reflection
Example: Increase African American student's sense of belonging as evidenced by an increase in the % of students who answer "Agree" or "Strongly Agree" to the Community Schools Survey question on belonging, from 28% to 33% by June 2024.	Our school's SPSA goal is to create a "safe and welcoming learning environment for all." In our Assets and Needs Assessment, we noticed African American students had lower scores on the Community Schools Survey question: "I feel I belong at my school." 28% (28/100) compared to 35% (72/206) for the entire school.	In the APR, you will reflect on the actions taken to meet these goals.
1. By May 2025 increase participation in culturally affirming academic and extracurricular programs designed by the Young Black Scholars Club as evidenced by an increase in the % of students who answer "A lot or Quite a Bit" to the CS survey question on belonging, from 34% to 39%.	Our school's SPSA goal is to "improve its Multi-Tiered System of Support (MTSS) to address the needs of all students." Additionally, our LCAP goal states, "Decrease suspension rate for student groups scoring orange to 4.0%" AA students' at BHS received a red score. In our assets and needs assessment we noticed that AA students are overrepresented among those who are underprepared for college, who are subject to punitive forms of discipline, and who are chronically absent from school. Additionally, we noticed that there aren't opportunities for culturally affirming activities.	
2. By May 2025, increase the number of workshops offered to parents on academic achievement topics—from 2 to 10. These workshops will cover A-G requirements, GPA understanding, and study skills. Success will be measured by a survey assessing parents' knowledge, aiming for a significant increase in their understanding.	Our school's SPSA goal is to "continue to provide opportunities for input from all educational partners with regard to school and student achievement." We noticed in our asset and needs assessment that BHS A-G completion rate is 33.4%.	
3. By May 2025, increase the % of students who answer "A lot or Quite a Bit" to the CS survey question on having an opportunity to develop skills useful later in life from 57% to 64% by increasing student participation in the annual Job Tank event.	Our schools SPSA goal is to "increase the number of students meeting College and Career Indicators (CII) by completing A-G requirements and/or Career Technical Education (CTE) pathways" We noticed in our asset and needs assessment that there is a need to equip students with resume writing and job interview skills.	

Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2023-2024 school year and desired outcome for the 2024-2025 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
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"Agree" or "Strongly Agree" to the question "I feel I belong at my school"	Community Schools Survey	28% (28/100)	33%	In the APR, you will reflect on your progress to meet this goal.
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Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Center the voice of African American students by conducting focus groups at Black Student Union meetings.	Bi-monthly
ECW/CMS	Build partnerships with African American families and caregivers by hosting African American Family Night.	Once a semester
School Social Worker	Recruit African American students to participate in the Peer Leadership program and access MH services. Provide MH Parent workshops.	Monthly
Intern	Build positive relationships with African American students on caseload by practicing perspective-taking.	Regularly
School-Staff Member 1	The counselor will run a list of eligible African American students to meet.	As needed
School-Staff Member 2	The counselor secretary will make call slips for students two days before the focus groups.	As needed
Community Partner 1	Mental health provider will investigate providing workshops for African American students/families, if needed, based on information gathered. (Collaborate with PES and SSW to not duplicate services)	Monthly
Community Partner 2	Non-profit organization will develop mentorship program between African American teachers and students.	Annually

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
By May 2025 increase participation in culturally affirming academic and extracurricular programs designed by the Young Black Scholars Club as evidenced by an increase in the % of students who answer "Alot or Quite a Bit" to the CS survey question on belonging, from 34% to 39%.	CS Survey YBS Club Sign-Ins, focus groups, interviews	"Alot or Quite a Bit" to the CS survey question on belonging, from 34% to 39%.	"Alot or Quite a Bit" to the CS survey question on belonging, from 34% to 39%.	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
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Specialist	Collaborate with YBS Club Advisors to develop and promote culturally affirming activities.	Monthly
ECW/CMS	The CM can identify students who may benefit from these programs and connect them with resources that address academic or personal challenges.	
School Social Worker		
Intern	Engage directly with African American students to understand their interests, challenges, and needs, helping to identify what would motivate them to join the programs.	
School Staff Member 1	Counselors will make students on their caseloads aware of YBS activities	
School Staff Member 2	Teachers will share YBS activities with students	
Community Partner 1	Community partners can offer guest speakers, field trips, or workshops.	
Community Partner 2		

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
By May 2025, increase the number of workshops offered to parents on academic achievement topics—from 2 to 10. These workshops will cover A-G requirements, GPA understanding, and study skills. Success will be measured by a survey assessing parents' knowledge, aiming for a significant increase in their understanding.	Ed Data CA Dashboard Workshop Calendar, parent sign-in/Zoom attendance, surveys	A-G completion rate is 33.4%. Parent survey mno data	10 workshops offered Get a baseline from parents on an increase in knowledge after each workshop based on post survey responses.	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Facilitate workshop contracts and coordination of services	Monthly
ECW/CMS	Refer parents to workshops to support and empower parents with effective strategies to better assist their students at home, fostering a stronger foundation for educational success	
School Social Worker		
Intern	Refer parents to workshops to support and empower parents with effective strategies to better assist their students at home, fostering a stronger foundation for educational success	
School Staff Member 1	Counselors will refer parents to workshops during their academic meetings	
School Staff Member 2	AP of discipline will refer parents to workshops during discipline meetings	
Community Partner 1	PEBSAF will reach out to parents who participate in workshops	
Community Partner 2		

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
By May 2025, increase the % of students who answer "A lot or Quite a Bit" to the CS survey question on having an opportunity to develop skills useful later in life from 57% to 64% by increasing student participation in the annual Job Tank event.	CS Survey Number of students participating, number of employer participants, student and employer feedback	29%	34%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Work together with the CTE department to assist students in enhancing their resumes and improving their interview skills.	Monthly
ECW/CMS	The case manager can help reduce barriers to students participating by helping with clothes for the event.	
School Social Worker		
Intern	The intern can collaborate with CTE teachers to identify students who may need extra support or encouragement to participate	
School Staff Member 1	The CTE chair will coordinate with teachers to promote the Job Tank event in CTE classes, encouraging student participation, and integrating resume development and interview preparation into class activities.	
School Staff Member 2	CTE Teachers will integrate resume development and interview preparation into their curriculum	
Community Partner 1	Community partners will help recruit employers willing to participate in resume reviews and mock interviews	
Community Partner 2		

Whole Child and Family Supports Inventory

To make progress toward the identified goals, your site may provide a range of whole child and family supports (see [Whole Child and Family Supports Inventory](#)). For each potential support below, please identify if the support will be part of your Community Schools Implementation Plan.

Potential Support	Will your site be providing this support?	If yes, which goal is it aligned to? How does it align?	End of Year Reflection
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Example: Student Leadership Development and Opportunities (14)	Yes	Goal #1 – Increasing AA student sense of belonging by centering the voice of African American students in leadership opportunities, such as the Black Student Union.	In the APR, for the supports you answer “Yes” to, you will reflect on the phase of implementation as you end the year. Was the support: A. Previously implemented and now integrated into the community school work B. Expanded partnership C. Provided training/PD D. Expanded capacity to offer support E. Collecting data and tracking improvement. You will also reflect on the funding source you are exploring to ensure the sustainability of each support.
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)			
Mental health Screening and Services (2)			
Nutrition Services and Support (3)			
Academic Support (tutoring, specialist, etc.) (4)			
Counseling Center (5)			
Multi-Tiered System of Support (6)			
Coordination of Services Team (e.g., COST team) (7)			
Before School (times/services) (8)			
After School (times/services) (9)			
Summer Programs (10)			
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	Yes	Increase student participation in the annual Job Tank event by 10% and engage at least 15 local employers to review resumes and conduct mock interviews with students by the end of the school year.	
Teacher Leadership Development and Opportunities (12)			
Parent Leadership Development and Opportunities (13)	Yes	By May 2024, increase the number of workshops offered to parents on academic achievement topics such as A-G	

		requirements, GPA understanding, and study skills from 2 to 10.	
Student Leadership Development and Opportunities (14)	Yes	By May 2024 increase participation in culturally affirming academic and extracurricular programs designed by the Young Black Scholars Club by 20% by the end of the current school year, fostering African American students' identity affirmation and cultural expression.	
Shared Decision-Making Bodies that center the voices of students, families and community (15)			
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	By May 2024, increase the number of workshops offered to parents on academic achievement topics such as A-G requirements, GPA understanding, and study skills from 2 to 10.	
Home Visits (17)			
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)			
Positive Behavioral Supports (19)			
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)			
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)			
Project-Based Learning (22)			
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	Yes	By May 2024 increase participation in culturally affirming academic and extracurricular programs designed by the Young Black Scholars Club by 20% by the end of the current school year, fostering African American students' identity affirmation and cultural expression.	
Community-Based Curriculum, Pedagogy, and Projects (24)			
Personalized Learning Plans (25)			

Performance Assessments (e.g., capstones, portfolios, etc.) (26)			
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)			
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			