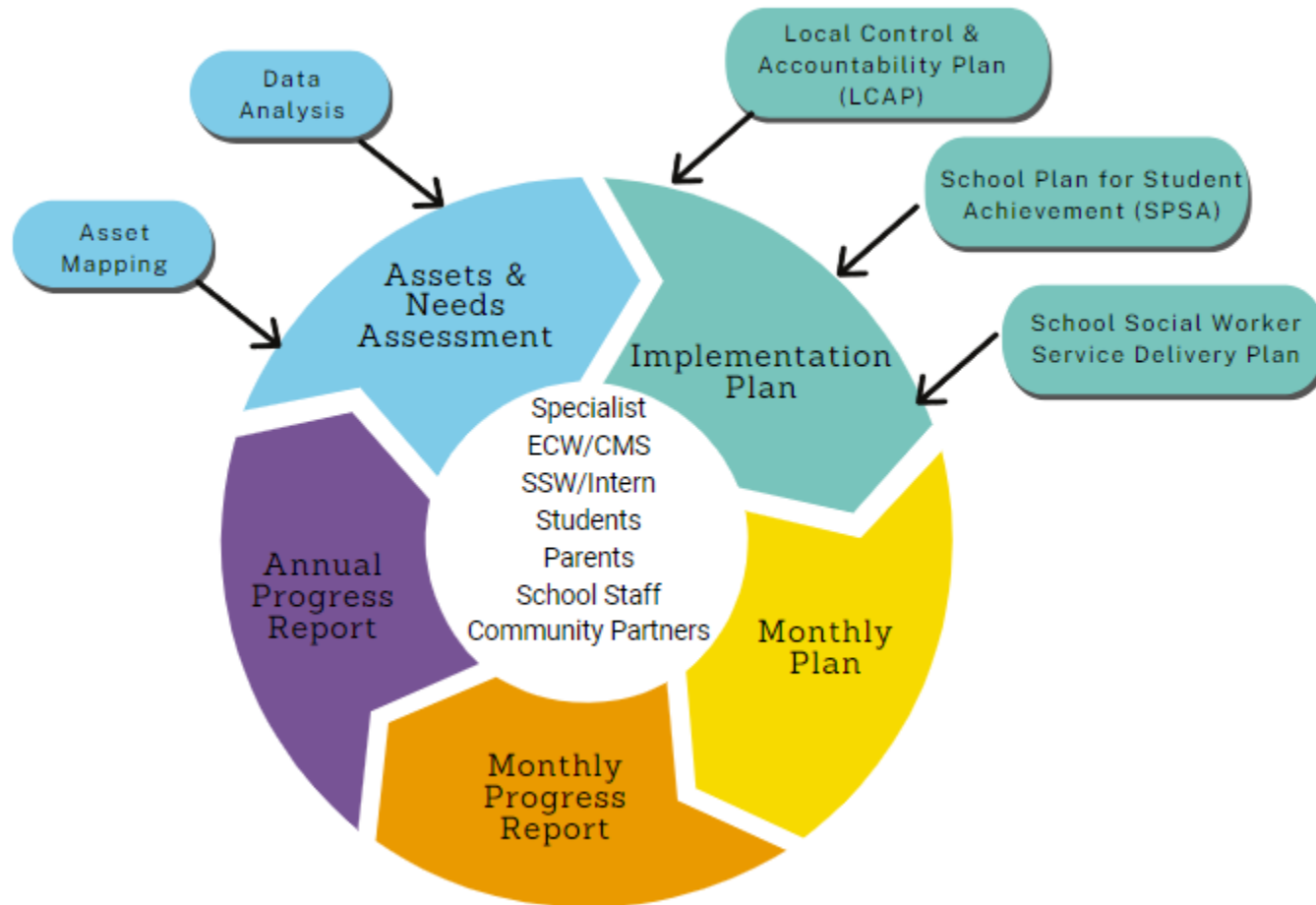


Community School Council Implementation Plan (CSCIP) for 2025 - 2026

School Site Name: **[Bellflower MS/HS]**

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 2025 – 2026

Part 1 - Due October 3, 2025

Integration and Alignment

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. The Implementation Plan should be aligned to your district’s Local Control and Accountability Plan (LCAP) and school’s School Plan for Student Achievement (SPSA) and integrated with the work of the School Social Worker. Link them below:

Plan/Report	Link
LCAP	https://resources.finalsite.net/images/v1752189219/busdk12caus/b8marnaxdixerhmupng9w/LCAP2025-2026.pdf
SPSA	https://drive.google.com/file/d/1JAqLDDKdjQPeXBehKSkIQAXqs7rpqrhb/view?usp=sharing
APR (2024-25)	https://docs.google.com/document/d/1T0zyWCy6VNecC5-H-XFBf4LYlmtxNarhv_sfQfj9qzQ/edit?usp=sharing
SSW Service Delivery Plan	

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?	Number of individuals that you will engage with	Please elaborate on the selected engagement strategies. What is your engagement goal for this group? How will you keep track of the engagement of this group?	What are you hoping to learn by engaging with this school community group?	End of Year Reflection
Example: Administrators	Yes	- One-on-one interviews - Meetings and forums	3	Goal: 100% of administrators (3 out of 3 administrators) will be engaged	Identify what they believe are school assets and areas of need	<i>In the APR, you will reflect on the extent to which</i>

				<u>Engagement Strategies:</u> Administrators will be engaged 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 principal and assistant principals <u>Progress Monitoring:</u> We will keep track of this engagement by taking meeting and interview notes. We will document the interviews by adding them to the site activities section of EPS.		<i>you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	4	Goal: 100% of group (4 out of 4 at school) will be engaged Engagement Strategies: 1:1 interviews, leadership team meetings Progress Monitoring: Interview and meeting notes. Documentation will be added to the site activities section of EPS.	The sustainability plan for the community schools framework.	
Educators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	82	Goal: 80% of group (82 out of 103) will be engaged Engagement Strategies: 1:1 interviews; meetings and forums Progress Monitoring: Interview and meeting notes, survey results. Documentation will be added to the site activities section of EPS.	Identify what they believe are school assets and areas of need.	

Classified staff	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	26	Goal: 40% of group (26 out of 66) will be engaged Engagement Strategies: 1:1 interviews, surveys Progress Monitoring: interview notes, survey results. Documentation will be added to the site activities section of EPS.	I would like to identify the needs of classified staff to better understand how to support them in their roles.
Students	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	1469	Goal: 75% of group (1469 out of 1959) will be engaged Engagement Strategies: Surveys, Focus groups Progress Monitoring: survey results, focus group notes. We will document the interviews by adding them to the site activities section of EPS.	I would like to learn from students how to best support them holistically in their growth and development.
Family members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	195	Goal: 10% of group (195 of 1959) will be engaged Engagement Strategies: 1:1 interviews, focus groups Progress Monitoring: interview and focus group notes. Documentation will be added to the site activities section of EPS.	I would like to learn from family members how the school can best serve and support them and their child holistically: academically, socially, and beyond.
Community members	• Yes • No	• Surveys • One-on-one interviews • Focus groups	4	Goal: 100% of group (Goal 4 out of 4) will be engaged	I would like to learn from our community

		• Visioning exercises • Meetings and forums • Other: (Write in)		Engagement Strategies: 1:1 interviews, meetings Progress Monitoring: notes from interviews and meetings. Documentation will be added to the site activities section of EPS.	partners how we are doing in supporting them with integrating and providing their services within the school.	
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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 intentionally 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:	We plan to engage African American students and parents through focus groups to help identify their strengths and needs. Results will inform our planning.	
Group 2:	We plan to engage families of students with disabilities and English Learners through our California Healthy Kids survey.	

Part 2: Due November 14, 2025

Capacity-Building Strategies

Describe your team's plan to implement the five capacity-building strategies as described in the [Capacity Building Strategies document](#). Your plan should be informed by the information gathered in Part 1. You can refer to your optional [self-assessment](#) and summarize the information you provided there.

Capacity Building Strategy	2024-25 APR Reflection	2025-26 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.
<i>Example: Centering Community-Based Learning</i>	<i>Visioning</i>	<i>Engaging – Map local businesses and nonprofits to create a directory of potential learning partners that teachers can incorporate into their instruction.</i> <i>Conduct a community walk and asset mapping with staff, including teachers, administrators, and coordinators to deepen their understanding of the surrounding neighborhood and identify additional community-based learning opportunities.</i>	<i>EPS-Site Activity-Visioning Exercises, # of staff who participate in the community walk or asset mapping activity # teachers who express intent or plans to integrate a community partner into a lesson or unit</i>	
Shared Commitment, Understanding and Priorities	Engaging	Engaging: Through the GENIUS Team and with coaching support from LACOE, we will actively use data to guide decision-making, identify high-impact opportunities, and look for ways to foster success.	EPS: # of Advisory Council/GENIUS Team meetings	
Centering Community-Based Learning	Engaging	Engaging: We will support innovations in instruction and assessment that reflect students' assets and needs, and work to ensure that the curriculum is culturally responsive to our student population.	# of Learning walks	
Collaborative Leadership	Engaging	Engaging: We will work collaboratively with our school site leadership teams to effectively implement the CS framework.	EPS: # of participants in site leadership team meetings	
Sustaining Staff and Resources	Engaging	Engaging: Identify and explore existing funding and personnel to sustain the CS model.	1:1 meetings with admin	
Strategic Community Partnerships	Engaging	Engaging: Develop and sustain partnerships that support the needs and assets of the BMHS school community.	EPS: # of partner meetings	

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.

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 2026, BMHS will decrease the total number of African American middle school students earning a D or F grade in math by 25%.	One of BUSD's LCAP goals is to provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices that ensure every student is college and career ready. Progress toward this goal is partially measured by the F rate of all students. Since almost three-fourths of African American students received at least one D or F during the 2025-26 first quarter, reducing this rate is essential to meeting the district's LCAP goal and ensuring equitable access to academic success for all students.	
2. By May 2026, BHS will decrease suspensions among African American students to below 53 incidents (the previous year's total) by strengthening Tier 1 schoolwide expectations, increasing early interventions, and monitor progress and adjust supports monthly.	This goal was developed in alignment with BUSD's LCAP Goal 1, Action 8, which focuses on increasing student connectedness through social-emotional learning and strengthening systematic structures for positive behavior supports. Bellflower is one of five BUSD schools with student groups in the lowest performance category on the Suspension Rate Indicator, specifically for African American, Foster Youth, and Homeless students. At the site level, Bellflower High's SPSA prioritizes implementing SEL curriculum, Restorative Practice community circles, and PBIS to foster a positive school culture where students feel a sense of belonging and can persist through learning challenges. The SPSA also calls for reviewing and revising disciplinary practices, strengthening mentorship opportunities, and engaging families to address behavior collaboratively.	

	By keeping the total number of suspensions among African American students below 53 by May 2026, we are directly supporting both district and site goals to reduce disproportionality, promote equity, and build a more inclusive and supportive school environment.	
3. By May 2026, improve academic success for African American students by (1) increasing family engagement in academic support activities by 25% and (2) ensuring that 80% of teachers consistently implement culturally responsive instructional strategies	This goal aligns with Bellflower's SPSA by focusing on increasing both family engagement and teacher implementation of culturally responsive instructional strategies to support African American students' academic success. The SPSA emphasizes that all students should develop the academic knowledge and skills necessary to be career- and college-ready through a rigorous, culturally relevant, and engaging instructional environment, measured by state and local assessments, graduation rates, A-G completion, and CTE enrollment. By increasing family engagement and culturally responsive practices, this goal directly supports creating the type of learning environment described in the SPSA, helping African American students access the resources and instructional strategies needed to thrive academically.	

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 2024-2025 school year and desired outcome for the 2025-2026 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
"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.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist Supported by ECW/CMS	Host culturally relevant events and create spaces on campus that highlight culture and history that are informed and led by students and parents.	3 X Semester	-number of events and activities, sign in logs, focus groups

Interns	Facilitate opportunities for students and parents to connect with each other, share experiences, and build supportive networks	2 x semester	-sign in logs
School Social Worker	Implement peer led activities that increase awareness of wellbeing resources and stress reduction strategies for students and parents.	Monthly	-participation rate -peer leadership survey
School-Staff Member 1	Incorporate diverse voices and perspectives into the curriculum, including the history, achievements, and contributions of African Americans.	As needed	-curriculum and assignments
Community Partner 1	Implement a mentorship program connecting students to African American community leaders and professionals.	Annually	-Mentor logs -Survey on belonging

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
D/F quarter grade reports	Digital data Wall review of quarter grades	Average D/F grades was 70%	Spring 2025 2nd Semester no more than 60%.	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	Organize workshops for families on supporting learning at home.	2-4x/semester	EPS: number of events, participation rate
ECW/CMS	Connect students and families with community resources to support academic success (tutoring, enrichment, basic needs).	Monthly	EPS: family support entries
School Social Worker	n/a		
Intern	n/a		
School Staff Member 1	Monitor grade trends, ensure interventions are implemented, provide teacher support and PD.	As needed	# of PDs offered # of learning walks
School Staff Member 2	Identify at-risk students, schedule check-ins, coordinate tutoring/mentoring.	Monthly	# of Counselor check-ins
Community Partner 1	Provide input on family engagement strategies, give perspective on student needs and barriers.	Monthly	Attendance at collaborative leadership team meetings
Community Partner 2	Share student perspective on supports and interventions, provide feedback on classroom engagement and resources.	Monthly	Attendance at club and collaborative leadership team meetings

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
Suspension Rate	Digital data Wall review of quarter suspension rates	AA students accounted for 53 out of 263 overall suspensions	53 or less suspensions	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	Connect students to mentorship and community resources.	As needed	EPS: Family support entries
ECW/CMS	Provide CM support to students identified through the Wellness Support Form	As needed	EPS: Family support entries/CM screenings
School Social Worker	n/a		
Intern	n/a		
School Staff Member 1	Review and revise disciplinary policies, monitor suspension data, support PBIS and restorative practices.	As needed	# of site leadership team meetings where data is reviewed
School Staff Member 2	Identify students at risk for disciplinary issues, provide SEL support, coordinate restorative interventions.	As needed	Based on discipline referrals
Community Partner 1	Provide input on family engagement and communication strategies, give perspective on disciplinary supports.	Monthly	Attendance at collaborative leadership team meetings
Community Partner 2	Share student perspectives on school culture and disciplinary practices, provide feedback on interventions.	Monthly	Attendance at club and collaborative leadership team meetings

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
Look for patterns between higher family engagement, stronger implementation of culturally responsive practices, and improved academic outcomes for African American students; classroom learning walks;	# of parent outreach/contacts, teacher self-assessments, and classroom learning walks	TBD/This is a new goal	Decreased D/F rates; decreased suspension rates	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	Organize family workshops and events, facilitate communication between school and home.	As needed	EPS: Service delivery and family support entries
ECW/CMS	Coordinate family communication and follow-up.	As needed	EPS: Family support entries
School Social Worker	n/a		
Intern	n/a		
School Staff Member 1	Provide PD on culturally responsive practices, support school-wide family engagement initiatives.	As needed	# of PDs and family engagement events
School Staff Member 2	Integrate culturally relevant materials, implement engagement strategies, collaborate with families.	Daily	# of learning walks # of family contacts
Community Partner 1	Provide input on family engagement approaches and culturally relevant supports, share family perspectives.	Monthly	Attendance at collaborative leadership team meetings
Community Partner 2	Share student perspective on classroom engagement, provide feedback on culturally responsive strategies and supports.	Monthly	Attendance at club and collaborative leadership team meetings

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
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
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)	Yes	Goal #1: Decrease the percentage of African American students with at least one D or F. Starting 11/17/25 drop-in tutoring will be available for all students in the library	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 and sustainability strategies you are implementing to ensure the sustainability of each support beyond the CCSPP grant cycle funding.
Counseling Center (5)	Yes	Goal #2: Decrease suspension rates for AA students. Our Wellness Center and counselors can support MH, SEL, and restorative circles/conflict mediation.	
Multi-Tiered System of Support (6)	Yes	Goal # 1 & 2: The MTSS framework provides tiered academic and behavioral support.	
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	Goal #1: Decrease the D/F rate for AA students. Our block schedule is designed so teachers can provide embedded support for students in need.	
Teacher Leadership Development and Opportunities (12)	Yes	Goal #2 & 3: Training opportunities for implicit bias are offered to teachers and staff.	
Parent Leadership Development and Opportunities (13)	Yes	Goal #3: Increase family engagement. The 2025-26 Parent Workshop Calendar is promoted at the beginning of the year and throughout, offering over 20 opportunities for workshops and events.	
Student Leadership Development and Opportunities (14)	Yes	Goal #1: Decrease the D/F rate: Participating in student clubs such as Young Black Scholars helps foster a sense of belonging and engagement in school, which can encourage academic achievement.	
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	Goal # 1 & 2: Decrease the D/F rate and family engagement. We use Aeries and ParentSquare to communicate with parents. We also have BTSN & Navigation Night for in-person opportunities for parents to engage with teachers.	
Home Visits (17)			
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)			
Positive Behavioral Supports (19)	Yes	Goal #1: decrease the D/F rate & Goal #2: decrease the suspension rate: Our Climate and Culture team reviews policies and practices that have an impact on academic achievement and behavior.	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	Yes	Goal #2: Decrease the suspension rate. Our Climate and Culture team reviews policies and practices that have an impact on behavior.	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	Yes	Goal #1: Decrease the D/F rate and Goal #2 decrease the suspension rate. Our middle school Success classes teacher organization and planning skills and uses School Connect, a SEL curriculum.	
Project-Based Learning (22)	Yes	Goal # 1: decrease the D/F rate and Goal #2: Project based learning can decrease D/F rates by increasing student engagement and ownership of learning through hands-on, real-world projects that connect academic concepts to students' lived experiences and interests. It also supports culturally relevant teaching by allowing students to draw on their cultural knowledge, community issues, and identities as assets in problem-solving and demonstrating understanding in meaningful ways.	
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	Yes	Goal #3: Increase teacher implementation of culturally responsive instructional strategies to support African American students' academic success: This will increase student engagement in learning.	

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)			