

_____ Bellflower _____

Unified School District

FRAMEWORK FOR THE FUTURE



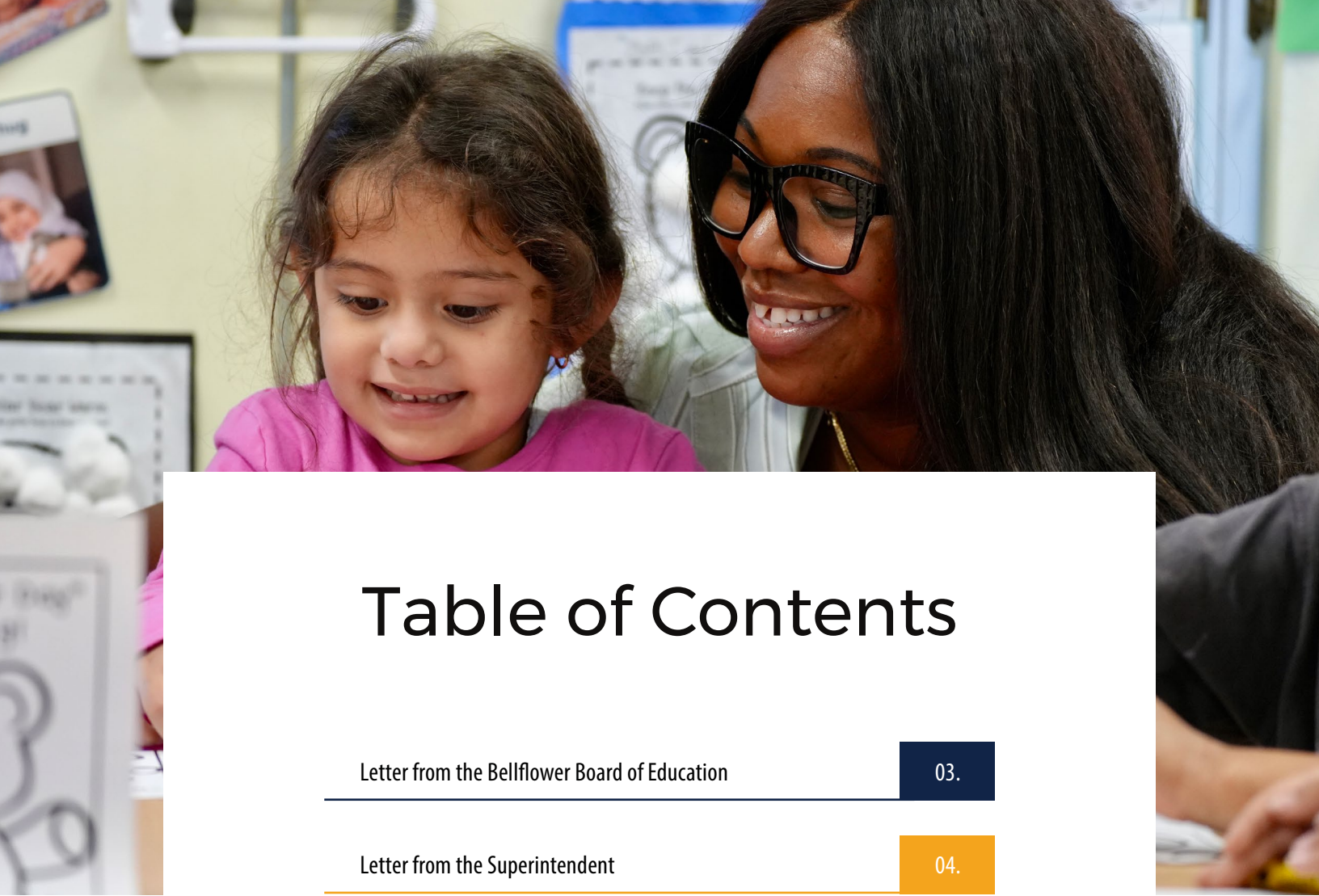


Table of Contents

Letter from the Bellflower Board of Education

03.

Letter from the Superintendent

04.

Process/Story of Creation

05.

Guiding Coalition Members

06.

Guiding Principles: Vision, Mission, Values

07.

Learner Profile

08.

Learning Model and Instructional Framework

11.

Outcomes and Big Moves

15.

Letter from the Bellflower Board of Education

Dear Parents, Guardians, Students, Staff, and Community Members,

On behalf of the Bellflower Unified School District Board of Education, we are proud to introduce Bellflower Unified's Framework for the Future, a shared vision and roadmap that will guide our district in the years ahead.

This framework reflects several months of thoughtful collaboration by our Guiding Coalition, a diverse group of students, educators, staff, families, community members, and district leaders. Together, coalition members listened, learned, reflected, and gathered feedback from across our community to ensure this work represents the experiences, hopes, and aspirations of all three of the communities we serve: Bellflower, Lakewood, and Cerritos.

At its heart, this framework affirms our commitment to every learner. Our vision is to ignite the potential of every learner, ensuring each is valued, challenged, and prepared to thrive in a changing world. Our mission calls us to provide engaging learning experiences and equitable opportunities that build strong relationships and transferable skills so every learner is prepared for the future.

The framework is grounded in five shared values: Excellence, Collaboration, Belonging, Integrity, and Equity. These values will guide the decisions we make, how we serve our students and families, and how we work together as a district.

A central feature of the Framework for the Future is our new Learner Profile. It describes the knowledge, skills, habits, and dispositions we want every Bellflower Unified student to develop. These include becoming a Resourceful Innovator, an Effective Communicator, a Resilient Learner, a Responsible Citizen, a Critical Thinker, and a Skilled Collaborator. These competencies will help students not only succeed academically, but also navigate challenges, contribute to their communities, and pursue their goals with confidence.

The framework also establishes a learner-centered model for teaching and learning. It calls us to create meaningful, relevant, and personalized learning experiences; build strong and inclusive learning communities; use evidence and feedback to support mastery; and connect learning to authentic challenges, interests, and opportunities beyond the classroom.

This framework is important because it creates a shared direction for our district. It helps us align our decisions, resources, programs, and practices around what matters most: preparing every Bellflower Unified learner to thrive. It also represents a commitment, not simply to set goals, but to work together with transparency, accountability, and an ongoing focus on improvement.

We are deeply grateful to every member who was involved in this work and to the students, families, staff, and community members who shared their voices throughout this process. Your insight, care, and belief in our students have shaped this work.

As we continue to build, the Board of Education looks forward to partnering with our entire community to bring this framework to life. Together, we will continue building a Bellflower Unified where every learner is known, supported, challenged, and empowered to realize their full potential.

Sincerely,

The Bellflower Unified Board of Education

Mayra Garza, President
Brad Carihfield, Vice President
Maurina Cintron, Clerk
Renita Armstrong, Member
Amie Stewart, Member

Letter from the Superintendent

Dear Bellflower Unified Community,

At a Meet the Superintendent Town Hall, a fourth-grade student from our Intensive Learning Center stood up and used her voice. She shared an idea that was both simple and powerful: Bellflower Unified needed a Sports Day.

She did not stop with the idea. She helped bring people together, including students, district staff, parents, and teachers, to make it real. Together, they created a day where students could compete, connect, and celebrate one another through soccer, kickball, and everything in between. Her idea became an experience that brought joy, belonging, and school pride to our community.

That student reminded me of something important: when students know their voices matter, they can help shape the world around them.

At Bellflower Unified, our promise is clear: Every student is known, every voice is valued, and every school is ready. But a promise alone is not enough. We must continually ask ourselves: How do we make it happen? How do we ensure our actions are true to these words?

With the support of our Board of Education, we began that work by asking our community to help us dream bigger about the future of Bellflower Unified. Over the past several months, a diverse Guiding Coalition of students, educators, staff, families, community members, and district leaders has come together to design our Framework for the Future. Coalition members listened, reflected, gathered feedback between sessions, and brought the experiences and aspirations of the broader Bellflower, Lakewood, and Cerritos community into this work.

The result is a shared direction for our district, one that places learners at the center, welcomes every voice, is grounded in community input, and focuses on preparing every student to thrive in a changing world.

This framework also identifies the qualities we want every Bellflower Unified learner to develop. We want our students to become resourceful innovators, effective communicators, resilient learners, responsible citizens, critical thinkers, and skilled collaborators. These are not simply words on a page. They are the knowledge, skills, dispositions, and habits students will need to navigate their futures with confidence and purpose.

To bring this vision to life, we are committed to a learning model that puts learners at the center. This means creating school communities where students feel known and valued; designing authentic, relevant learning connected to challenges beyond the classroom; personalizing learning around each student's strengths, interests, and needs; and using feedback and evidence to help every learner grow toward mastery.

The Framework for the Future is not a final destination or a document that sits on a shelf. It is our collective commitment to action. It will guide our decisions, inform our priorities, and help us measure our progress in the years ahead. Most importantly, it calls on all of us to work together on behalf of the young people we serve.

The future of Bellflower Unified will not be created by any one person, school, or department. It will be created through the collective strength of our students, families, employees, Board of Education, and community partners.

Like the student who envisioned a Sports Day and helped make it happen, we believe great things are possible when people are heard, included, and empowered to act.

Thank you to every member of our Guiding Coalition and to all who shared feedback, ideas, hopes, and aspirations for Bellflower Unified. Together, we will turn this framework into meaningful experiences and brighter futures for every learner.

With gratitude and optimism,



Dr. Erin M. Simon
Superintendent



Creation Process

The development of Bellflower Unified's Framework for the Future began with curiosity and a simple question: "What can school be?"

District stakeholders participated in inspiration visits to a broad range of innovative schools in San Diego County, including Design39Campus in Poway Unified, VIDA, Mission Vista, and Casita Center in Vista Unified, and High Tech High. These experiences were not about finding a model to replicate, but about expanding our thinking, challenging assumptions, and imagining new possibilities for students.

Building on the momentum of Superintendent Erin Simon's 100-Day Entry Plan, the District then turned inward and listened. School visits, classroom observations, student focus groups, stakeholder forums, and surveys created opportunities to hear directly from students, staff, families, leaders, and community members about their experiences and aspirations for BUSD. That input became the foundation for the work of the Guiding Coalition, which brought together voices from across the BUSD community to transform what we heard into a shared vision for the future.



Guiding Coalition Members

Our Guiding Coalition brought together a diverse group of students, staff, school and district leaders, labor partners, Board members, and community representatives to help shape the future of Bellflower Unified. Through months of thoughtful conversation, collaboration, and hard work, the Coalition helped develop our new vision, mission, core values, learner profile, and learning model—the shared foundation that will guide our work and define what we want every student to experience and become. Their contributions created more than a set of statements; they helped build a framework for the future of BUSD.

Board of Education

Board President - Mayra Garza
Vice President - Brad Crihfield

District Leadership

Superintendent - Dr. Erin M. Simon
Deputy Superintendent - Dr. Ryan Smith
Assistant Superintendent, Educational Services - Bonnie Carter
Assistant Superintendent, Student Support Services - Dr. Alma Ulloa
Chief Business Officer - Renee Arkus
Director, Secondary Educational Services - Gilbert Castaneda
Director, Elementary Educational Services - Dr. Deirdre Reyes
Director, Information Technology - Christian Caceres
Director, State and Federal Programs - Dr. Yesenia Alvarez
Multilingual Coordinator - Dr. Jeannette Martinez
Executive Director, Classified Personnel Commission - Dr. Frank Olmos

School Leadership

Principal, Lindstrom Elementary School - Sue Curtiss
Principal, Baxter Elementary School - Eddie Cruz
Principal, Woodruff Elementary School - Dr. Kieu Trang Nguyen
Principal, Bellflower Middle High School - Jessica Cummings
Principal, Washington Elementary School - Patricia Diaz Arroyo

Labor Partner Leadership

CSEA President - Michelle Cuellar
BTA President/Teacher - John Young

Teachers and Staff

Teacher, Las Flores Home Education Independent Study - Araceli Roldan
Teacher, Mayfair Middle High School - Daniel Fong
Teacher, Mayfair Middle High School - Kari McDaniel
Teacher, Bellflower Middle High School - Elsa Hernandez
Teacher, Ramona Elementary School - Eugina Thomas
Teacher, Somerset High School - Elizabeth Eagan
Teacher, Bellflower Middle High School - Melissa Ellis
Teacher, ILC - Laura Estrada
Teacher, Lindstrom Elementary School - Remily Coronel-Verayo
Teacher, Williams Elementary School - Carolina Tizcareno
Counselor, Pyle Elementary School - Carmela Nevarez
Counselor on Special Assignment - Kristin Jones
Case Service Worker - Socorro Melgarejo
Instructional Assistant, Washington Elementary School - Maria Del Carmen Martinez

Students

Chibuikwe Iwuanyanwu - Mayfair Middle High School
Denise Ramirez - Jefferson Elementary School

Community

PTA Council President - Alex Cortez
PTA Council Vice President - Linda Morgan
Director, Educational Partnerships and Programs, Cerritos College - Sasha Leonardo
Co-Founder, Creating Creators - Hipolito M. Navarrete
Parent - Veronica Sanchez
Citizens' Task Force, Chairperson - Silvia Jones
Pastor, Faith Community Baptist Church - A.D. Gartley



Guiding Principles



Vision

Bellflower Unified ignites the potential of every learner, ensuring each is valued, challenged, and prepared to thrive in a changing world.



Mission

We provide engaging learning experiences and equitable opportunities that build strong relationships and transferable skills so every learner is future-ready.



Values



Excellence

We pursue continuous improvement and hold high expectations.



Collaboration

We work together across schools, families, and our community to support every individual.



Belonging

We create environments where every individual is included and feels seen, respected, and valued.



Integrity

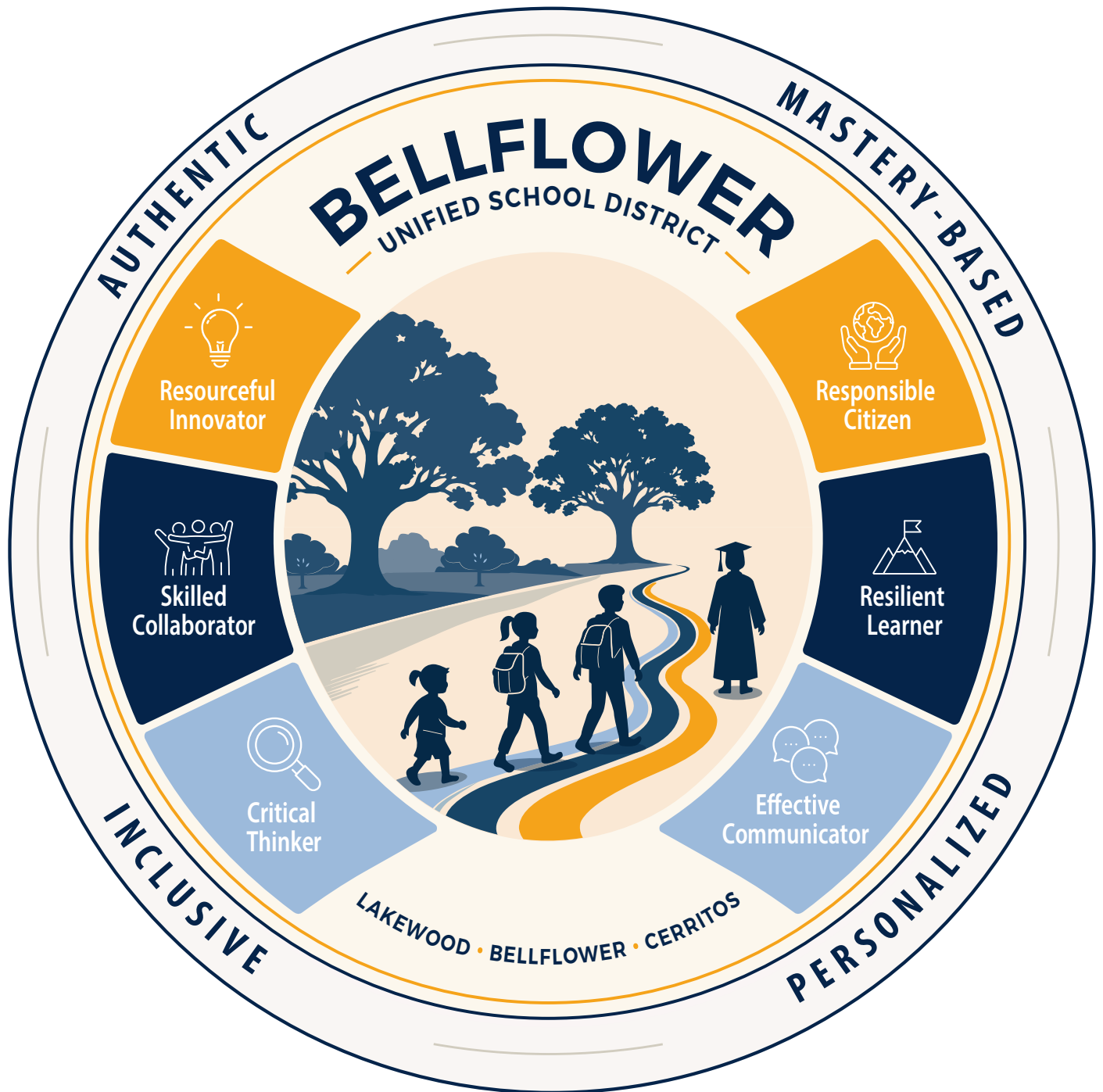
We act with honesty, transparency, and accountability in our decisions and actions.



Equity

We ensure every individual has access to opportunities, resources, and support needed to succeed.

Learner Profile





Learner Profile



Resourceful Innovator

Uses curiosity and creativity to design solutions to real-world problems.

- **Identify Problems:** I identify and explore real-world challenges in my school and community.
- **Generate Ideas:** I ask questions and explore new possibilities.
- **Design Solutions:** I create solutions to challenges, test ideas, and refine approaches based on feedback.
- **Apply Learning:** I transfer knowledge and skills to new situations and real-world contexts.



Effective Communicator

Listens actively and communicates ideas clearly and respectfully to understand others and be understood across audiences and formats.

- **Listen with Purpose:** I listen to understand different perspectives and respond thoughtfully.
- **Organize Ideas:** I organize my ideas before sharing them.
- **Communicate Clearly:** I share my ideas clearly through speaking, writing, and other formats.
- **Adapt for Audience:** I adjust my communication for different audiences and purposes.



Resilient Learner

Sets goals, adapts to challenges, and takes ownership of learning, growth, and well-being.

- **Manage My Emotions:** I recognize my emotions and use strategies to stay focused and work through challenges.
- **Set and Track Goals:** I set goals, track my progress, and adjust as needed.
- **Learn from Challenges:** I learn from mistakes and keep going when things are difficult.



Learner Profile



Responsible Citizen

Acts with empathy, integrity, and respect to contribute to the well-being of others and the community.

- **Practice Empathy:** I understand others' perspectives and show care for their experiences.
 - **Act with Integrity:** I am honest, make responsible choices, and take ownership of my actions.
 - **Respect Differences:** I value and respect different perspectives, cultures, and ideas.
 - **Take Action:** I look for ways to make a positive impact in my school and community.
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Critical Thinker

Questions ideas, evaluates information, and uses reasoning and tools to make informed decisions.

- **Ask Questions:** I ask questions to deepen my understanding.
 - **Analyze Information:** I examine information and identify relevant, reliable sources to build understanding.
 - **Reason and Reflect:** I think through ideas, reflect on outcomes, and adjust my thinking.
 - **Use Evidence to Decide:** I use evidence to draw conclusions and make informed decisions.
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Skilled Collaborator

Works effectively with others and shares responsibility to achieve common goals.

- **Contribute Productively:** I share ideas and participate in group decisions to work toward shared goals.
- **Value Others' Input:** I listen to and build on others' ideas to improve our work.
- **Work Through Challenges:** I help the group navigate disagreements, build consensus, and stay focused on shared goals.

Learning Model & Instructional Framework



LEARNING MODEL Our Shared Approach

Describes how we believe meaningful learning happens. It is the big-picture vision for what teaching and learning should look and feel like across Bellflower USD, providing a shared approach that guides every decision about learning.



INSTRUCTIONAL FRAMEWORK Our Daily Guide

Describes what high-quality teaching and learning look like in practice. It translates the Learning Model into everyday instructional practices that educators can use to plan, facilitate, and reflect on learning experiences.

Learner-Centered Educator | Learning Model

Educators embrace a learner-centered mindset and a reflective and collaborative approach to teaching and learning practices, leveraging technology as a tool.

Learner-Centered Community | Learning Model

Educators design learner-centered communities with flexible spaces and use of time that amplify learner voice, intentionally build community, and cultivate a sense of belonging.

Connected & Collaborative | Instructional Framework

Learners are known, valued, challenged, included, and responsible for contributing to the learning community.

Educator Practices

- Establishes intentional routines (e.g., morning meetings, advisory checks, greeting by name) to build relational trust.
- Employs structured engagement protocols (e.g., Think-Pair-Share, Numbered Heads Together, Give One-Get One, random call/cold call with wait time) to ensure all students have regular, predictable opportunities to speak and contribute.
- Shifts classroom management from compliance-based rules to shared community agreements and accountability.

Learning Experiences

- Treats peers with empathy, respecting different perspectives, cultures, and learning styles.
- Shares ideas clearly and participates in group decisions to work toward shared goals.
- Listens to and builds on others' ideas to improve the group work product.
- Helps the group navigate disagreements, build consensus, and stay focused on shared goals.
- Actively participates in shaping classroom norms and holding themselves and peers accountable.
- Contributes meaningfully to team projects, discussions, and the collective success of the community.



Authentic Learning | Learning Model

Educators create meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

Rigorous & Authentic | Instructional Framework

Learners engage in authentic inquiry, using curiosity and creative design, reasoning through complex scenarios, and adapting their knowledge to solve real-world challenges.

Educator Practices

- Frames units around open-ended, essential questions and real-world scenarios.
- Sparks curiosity to facilitate student-driven questioning and investigation.
- Prompts students to evaluate evidence, justify claims, and critique alternative perspectives.
- Designs tasks that require transferring previously learned concepts to unfamiliar contexts.
- Fosters a culture where productive struggle and high-level thinking are normalized for all.

Learning Experiences

- Formulate meaningful questions to deepen understanding and seeks out relevant, reliable data/sources.
- Designs, creates, tests ideas, and refines solutions based on feedback.
- Uses evidence to draw conclusions and make informed decisions.
- Transfers knowledge and skills to new situations and real-world contexts.
- Learns from mistakes and keeps going when things are difficult.

Mastery-Based Learning | Learning Model

Educators create learning experiences driven by evidence-based instruction, assessment, and feedback cycles based on progress toward desired knowledge, skills, and dispositions.

Intentional & Aligned | Instructional Framework

Learning is standards-aligned, defined by clear success criteria, and sequenced through vertical pathways.

Educator Practices

- Unpacks grade-level standards into essential questions and clear language/content objectives.
- Aligns daily tasks directly to the rigor level demanded by the standard.
- Posts, references, and unpacks explicit success criteria (rubrics, exemplars, "I can" statements) before students begin working.
- Sequences lessons logically so daily learning builds toward unit mastery and connects to prior grade-level knowledge.
- Scaffolds content to bridge learning gaps maintaining grade-level access.

Learning Experiences

- Articulates what they are learning and why it matters.
- Engages with grade-level texts, tasks, and problem-solving.
- Self-assesses work in real time using rubrics, checklists, and exemplars.
- Revises and refines work based on clear criteria and formative feedback before final submission.
- Makes connections between past learning, current tasks, and future application.
- Explains how current learning builds on skills mastered in previous units or grades.

Evidence-Based & Growth Minded | Instructional Framework

Learners use evidence and feedback to revise their work, adapt learning strategies, and continuously progress toward mastery.

Educator Practices

- Provides timely, specific, and criterion-referenced feedback focused on task improvement.
- Collects real-time formative data (exit tickets, quick checks, peer reviews) to adjust immediate instructional pacing.
- Builds dedicated class time and clear protocols for work revision and strategy adjustments.
- Models metacognitive reflection, helping students analyze why a particular strategy worked or failed.
- Normalizes mistakes as natural, necessary milestones in the learning and mastery process.

Learning Experiences

- Actively seeks out, processes, and clarifies feedback from teachers and peers relative to success criteria.
- Tracks personal progress toward success criteria and adjusts as needed.
- Treats assessment data as constructive information about where they are on their learning journey.
- Applies feedback to iteratively refine and improve their work instead of viewing first drafts as final products.
- Tracks personal growth over time using data logs, portfolios, or progress rubrics.
- Demonstrates persistence by re-engaging with concepts until full mastery is achieved.

Personalized Learning | Learning Model

Educators co-construct learning experiences based on each learner's unique strengths, skills, interests, and needs, developing learner agency.

Inclusive & Adaptive | Instructional Framework

Learners thrive in a responsive environment where their strengths, interests, cultures, and diverse perspectives are valued.

Educator Practices

- Integrates culturally responsive materials, primary sources, and multilingual scaffolds (e.g., sentence frames, cognate walls, home language resources).
- Uses interest inventories and strength-based profiles to inform grouping, task design, and options.
- Designs inclusive physical and social structures where every voice is solicited and honored equally.
- Uses real-time formative data to adjust pacing, provide targeted small-group scaffolds, and adapt instruction.

Learning Experiences

- Draws upon cultural, linguistic, and personal experiences to make sense of new content.
- Uses their unique talents, interests, and preferred learning strategies to approach tasks.
- Identifies their own academic and personal strengths and applies them to collaborative work.
- Values and respects different perspectives and shows care for their experience.
- Utilizes flexible seating and learning spaces to collaborate effectively with peers.

Promotes Agency | Instructional Framework

Learners co-design their learning pathways, monitor personal growth, reflect on feedback, and persist through authentic challenges with increasing autonomy.

Educator Practices

- Creates structured opportunities for student leadership, peer-to-peer feedback, and cooperative learning roles.
- Provides explicit data trackers, goal-setting routines, and timely, actionable feedback.
- Facilitates student-led progress checks, self-assessments, and peer-feedback routines.
- Normalizes productive struggle, frames mistakes as learning opportunities, and scaffolds self-regulation tools.
- Gradually releases responsibility so students build self-efficacy and independence over time.

Learning Experiences

- Selects tools, resources, and demonstration formats aligned to their personal learning needs.
- Sets goals and develops plans for post-secondary choices.
- Recognizes emotions and uses strategies to stay focused and work through challenges.
- Actively seeks out, processes, and applies feedback to revise and improve their work.
- Looks for ways to make a positive impact in the school or community.
- Makes responsible choices and takes ownership of their actions.

Outcomes & Big Moves

OUTCOME #1: Belonging, Well-being, & Culture



GOAL:

BUSD will ensure every student and adult feels safe, connected, and valued in a culture that supports well-being, belonging, and growth.

Success Metrics: *(measurable ways to mark success on this outcome in 3-5 years)*

- Student and staff survey data shows annual growth in belonging, safety, and connection.
- 100% of students report a connection to a trusted adult; staff report access to meaningful support.
- Chronic absenteeism declines annually.
- Suspensions and repeat incidents decrease, with increased use of restorative practices.
- Students and staff report increased awareness of and access to tiered wellness and mental health supports.

Big Moves: *(the actionable strategies that will support the system in reaching those success metrics)*

- **Advisory & Mentorship Systems**
Establish consistent advisory structures so every student is known, supported, and connected to a trusted adult.
- **Restorative Practices & Healing-Centered Discipline**
Implement restorative approaches, re-entry processes, and ensure restorative practices support behavioral growth in targeted discipline areas across all sites.
- **Student & Staff Voice Structures**
Create systems for students and staff to shape school culture, provide input, and participate in decision-making.
- **Tiered Wellness & Mental Health Systems**
Develop and utilize a coherent system of tiered wellness and mental health supports with clear access points for students and staff.
- **Belonging & Community-Building Structures**
Design school environments, routines, and experiences that foster belonging, inclusion, and connection.

OUTCOME #2:

Learner-Centered Learning Experiences



GOAL:

BUSD will ensure all students engage in rigorous, relevant, and learner-centered experiences that build agency, develop key competencies, and demonstrate learning in meaningful ways.

Success Metrics: *(measurable ways to mark success on this outcome in 3-5 years)*

- Students consistently experience learning aligned to the Learning Model.
- Students set goals, reflect on their learning, and make choices about how they learn and demonstrate understanding.
- Students can articulate their strengths, areas for growth, and progress toward learning goals.
- Students regularly demonstrate learning through performance-based tasks, portfolios, and exhibitions aligned to defined competencies.
- Students report that their learning is meaningful, relevant, and connected to their interests and future goals.

Big Moves: *(the actionable strategies that will support the system in reaching those success metrics)*

- **Learning Model Implementation**

Establish and consistently implement a shared vision for learner-centered instruction across classrooms and programs.

- **Student Agency Structures**

Embed goal-setting, reflection, and student-led conferences into the learning experience to build ownership and self-direction.

- **Performance-Based Assessment Systems**

Shift to performance-based demonstrations of learning, including exhibitions of learning, student portfolios, and defenses of learning.

- **Project-Based & Interdisciplinary Learning**

Design interdisciplinary and real-world learning experiences that connect content to authentic problems and applications.

OUTCOME #3: Professional Development & Capacity Building



GOAL:

BUSD will build a coherent, learner-centered system where all staff—educators, leaders, and support staff—continuously learn, grow, and apply their learning to improve student and adult experiences.

Success Metrics: *(measurable ways to mark success on this outcome in 3-5 years)*

- Classrooms, programs, and services reflect increased intentional application of learner-centered practices aligned to the Learning Model.
- Staff across roles set goals, engage in cycles of reflection and feedback, and demonstrate growth in priority competencies.
- Staff consistently engage in collaborative inquiry focused on improving student outcomes and experiences.
- Staff participate in ongoing coaching and feedback cycles, with evidence of changes in practice over time.
- Staff report that professional learning is relevant, personalized, and improves their ability to support students.
- Staff report increased collaboration, efficacy, and sense of support within the organization.

Big Moves: *(the actionable strategies that will support the system in reaching those success metrics)*

- **Professional Learning System**
Establish a coherent, system-wide professional learning system that provides personalized, job-embedded pathways for leaders and staff to develop, apply, and demonstrate learner-centered competencies.
- **Coaching & Mentoring Cycles**
Implement ongoing coaching and mentoring cycles to support continuous improvement across all roles.
- **Collaborative Inquiry**
Structure time and systems for staff to engage in collaborative inquiry focused on improving student outcomes.
- **Growth & Evaluation Redesign**
Shift evaluation systems to prioritize growth, reflection, and development over compliance.

OUTCOME #4:

Family & Community Partnerships



GOAL:

BUSD will cultivate authentic, reciprocal partnerships with families, community organizations, and industry to expand real-world learning opportunities and strengthen connections between schools and the broader community.

Success Metrics: *(measurable ways to mark success on this outcome in 3-5 years)*

- All students engage in meaningful community-connected learning experiences (e.g., mentorships, projects, internships, service learning).
- Access to high-quality partnerships and real-world learning experiences increases equitably across all student groups and sites.
- Families report feeling informed, valued, and able to meaningfully engage as partners in their child's learning.
- Community and industry partners report clear roles, strong relationships, and meaningful opportunities to engage with schools.
- Participation in partnership opportunities (students, families, community) increases, with representation across diverse groups.

Big Moves: *(the actionable strategies that will support the system in reaching those success metrics)*

- **Family Partnership Strategy**
Create authentic family partnership structures that position families as active contributors to learning, school culture, and decision-making.
- **Partner Engagement Systems**
Develop coordinated systems to build, manage, sustain, and evaluate partnerships across schools and the district.
- **Community-Connected Learning Opportunities**
Integrate community-based experiences (internships, mentorships, guest experts) into courses, pathways, and learning design.
- **Alumni Network & Engagement**
Develop alumni networks and opportunities for graduates to mentor, support, and inspire current students through storytelling, mentorship, internships, and career connections.

OUTCOME #5: Future-Ready Pathways



GOAL:

BUSD will ensure every student graduates with a clear, personalized plan and the experiences, skills, credentials, and agency needed to thrive in college, career, and life.

Success Metrics: *(measurable ways to mark success on this outcome in 3-5 years)*

- All students develop and regularly update a personalized college and career plan.
- Increasing percentages of students complete dual enrollment coursework, career pathways, and/or industry-recognized credentials.
- Students can articulate their strengths, interests, goals, and postsecondary options.
- Increasing percentages of graduates enroll in college, training, military/service programs, apprenticeships, or employment within 6 months of graduation.
- Increasing percentages of students participate in internships, mentorships, work-based learning, or career-connected experiences.

Big Moves: *(the actionable strategies that will support the system in reaching those success metrics)*

- **K-12 College & Career Pathway Continuum**
Build a developmentally aligned K-12 continuum of career awareness, exploration, and real-world experiences across grade levels.
- **Personalized College & Career Planning**
Implement personalized advising and planning systems that help students develop, reflect on, and regularly update pathway goals and postsecondary plans.
- **College Credit & Career Pathways**
Expand equitable access to dual enrollment, CTE pathways, certifications, apprenticeships, and early college opportunities.
- **Student Portfolios & Demonstration of Readiness**
Implement portfolios that capture student learning, experiences, and readiness for postsecondary success.

Bellflower

Unified School District

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