

Esther Lindstrom Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ama Holmes, Principal

Principal, Esther Lindstrom Elementary

About Our School

Welcome to Esther Lindstrom Elementary, a California Distinguished School, and a great place to learn. We are committed to providing your child with an environment of educational excellence. The Lindstrom staff believes that ALL children can learn and succeed when staff, parents, students and community collaborate to attain academic excellence. We offer differentiated programs to address the needs of each student, whether they are GATE or a struggling learner. Our extended RtI program provides additional academic support for struggling learners while our GATE program provides students with a multitude of enrichment opportunities not only during the school day but during the extended day also. One size does not fit all in education and at Lindstrom we strive to provide what our students need.

At Lindstrom Elementary, our Lindy Lions ROAR!

- Respectful to all
- Only do their best
- Always act in a manner that is safe
- Responsible

Esther Lindstrom Elementary School is located in Lakewood. The facilities include a speech bungalow, an integrated library/computer lab, an additional computer lab and a multipurpose room, which also serves as the school cafeteria.

Research indicates that in order for students to be prepared for success, they must be problem solvers, critical thinkers, communicators, and technologically literate. Esther Lindstrom School is preparing students with a media center, which includes 40 computers, two printers, and a computerized library system. We also have an Intervention Lab with 20 computers. All kindergarten through second grade students visit the lab each day. Approximately 100 third through sixth grade students visit daily. Both programs focus on literacy skills at the students' individual ability levels. Teachers are trained to implement strategies for moving children toward a thinking and meaning-centered curriculum. A greater emphasis is placed on oral communication skills, reading for meaning, and writing for a variety of audiences and purposes. Students are being taught to respect the values of all cultures and belief systems.

Contact

Esther Lindstrom Elementary
5900 North Canehill St.
Lakewood, CA 90713-1251

Phone: 562-804-6525

E-mail: amaholmes@busd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|--|--|
| District Name | Bellflower Unified |
| Phone Number | (562) 866-9011 |
| Superintendent | Tracy McSparren |
| E-mail Address | tmcsparren@busd.k12.ca.us |
| Web Site | http://www.busd.k12.ca.us |

| School Contact Information (School Year 2018—19) | |
|--|--|
| School Name | Esther Lindstrom Elementary |
| Street | 5900 North Canehill St. |
| City, State, Zip | Lakewood, Ca, 90713-1251 |
| Phone Number | 562-804-6525 |
| Principal | Ama Holmes, Principal |
| E-mail Address | amaholmes@busd.k12.ca.us |
| Web Site | estherlindstromelementary.org |
| County-District-School (CDS) Code | 19643036011639 |

Last updated: 1/15/2019

School Description and Mission Statement (School Year 2018—19)

The school has 32 regular education teachers two special education teachers, a two full time RSP Teachers, a half time assistant principal and a principal. Other personnel serving the school include a part time psychologist, two part time health assistants, a part time counselor, a full time and a part time speech and language therapist. All staff meet the credential requirements of the State of California.

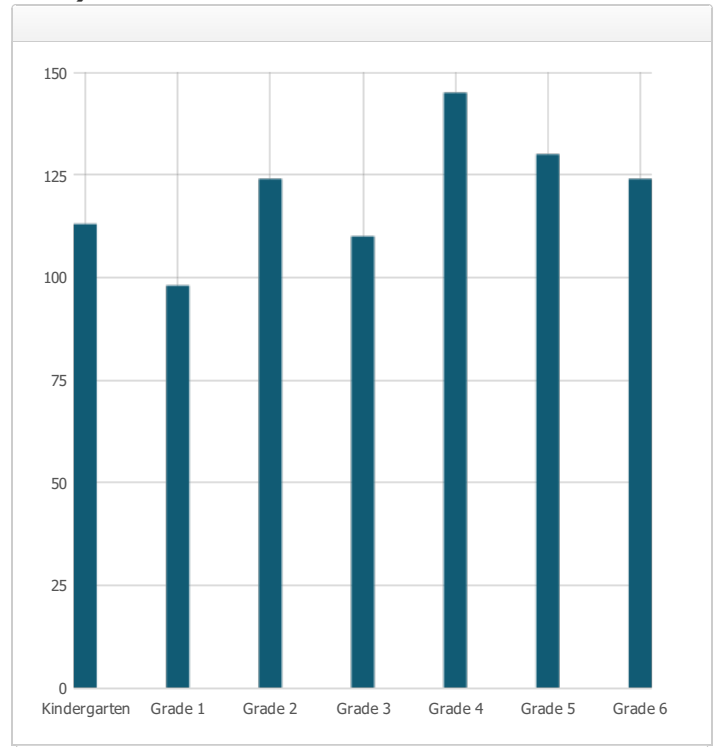
Staff development activities are essential for maintaining a quality education program for students; therefore, the district provided more than 200 hours of staff development activities for teachers and classified staff. Teachers were trained in strategies for working with English learners, intervention strategies and data analysis.

The mission of Esther Lindstrom School is staff, parents/guardians, students, and community collaborates to attain maximum academic excellence based on California Standards. We apply best practices to develop academic, social, physical, and emotional growth for all students. We cultivate students who will develop positive self-esteem, as well as respect for others and their cultural differences. Our school community seeks to create a caring, safe environment where every child is provided the opportunity to develop into a life-long learner who is cooperative, compassionate, confident and productive.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 113 |
| Grade 1 | 98 |
| Grade 2 | 124 |
| Grade 3 | 110 |
| Grade 4 | 145 |
| Grade 5 | 130 |
| Grade 6 | 124 |
| Total Enrollment | 844 |



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 13.7 % |
| American Indian or Alaska Native | 0.6 % |
| Asian | 6.2 % |
| Filipino | 8.6 % |
| Hispanic or Latino | 42.5 % |
| Native Hawaiian or Pacific Islander | 1.3 % |
| White | 20.0 % |
| Two or More Races | 6.4 % |
| Other | 0.7 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 50.6 % |
| English Learners | 8.8 % |
| Students with Disabilities | 12.6 % |
| Foster Youth | 0.5 % |

A. Conditions of Learning

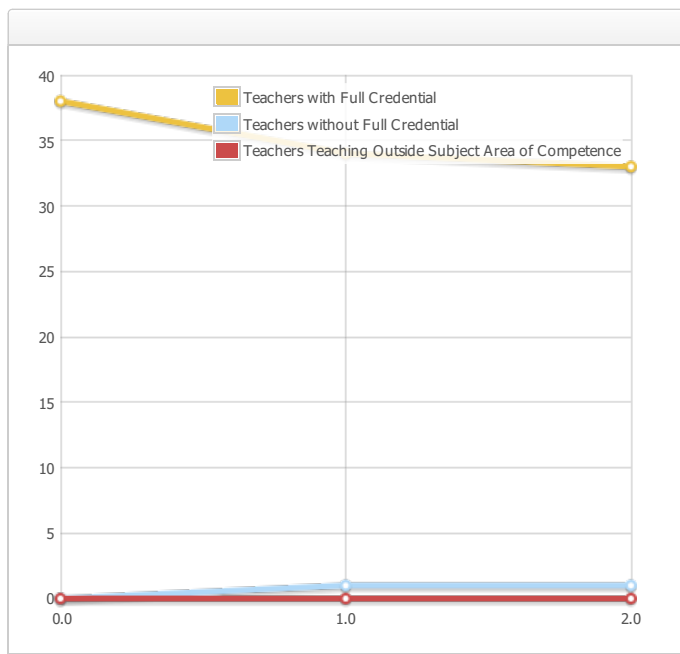
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

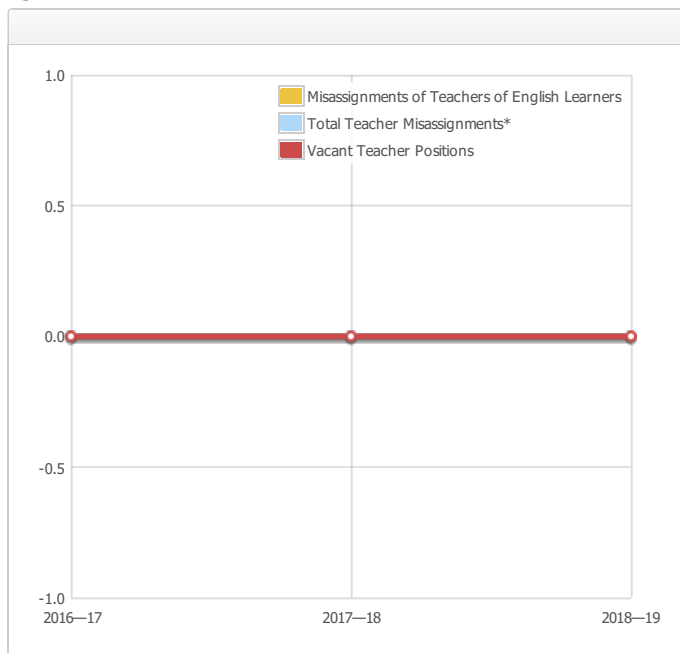
| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 38 | 34 | 33 | 564 |
| Without Full Credential | 0 | 1 | 1 | 10 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/23/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | McGraw-Hill Education – ELA /ELD – Reading Wonders 2017 (Adopted Yr. 2017) McGraw-Hill Education – ELA/ELD - StudySync 2017 Grade 6 (Adopted Yr. 2017) | Yes | 0.0 % |
| Mathematics | Great Minds – Eureka Math – (TK-5) 2014 (Adopted Yr. 2014) Houghton Mifflin – Go Math! Middle School Grade 6 2015 | Yes | 0.0 % |
| Science | Houghton Mifflin – CA Science 2007 | Yes | 0.0 % |
| History-Social Science | HM Harcourt - Social Studies – CA Reflections 2007 | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | HM Harcourt – CA Health/Fitness 2006 | Yes | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

Note: Cells with N/A values do not require data.

Last updated: 1/15/2019

School Facility Conditions and Planned Improvements

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library media center, for students and staff to go for collaboration and research. There are also two multi-purpose use classrooms (Physical Education and Chorus/Band), a teacher's lounge, and a teachers workroom.

The campus has been landscaped and maintained as a park-like atmosphere for students to utilize during PE, recess, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. 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 district governing board maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational.

The campus has recently upgraded the teaching technology in each classroom. Students have regular access to wired and mobile computer labs. Each classroom has digital presentation equipment with interactive software.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/15/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 53.0% | 57.0% | 48.0% | 50.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 43.0% | 45.0% | 29.0% | 31.0% | 37.0% | 38.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 508 | 497 | 97.83% | 56.74% |
| Male | 254 | 246 | 96.85% | 50.00% |
| Female | 254 | 251 | 98.82% | 63.35% |
| Black or African American | 77 | 76 | 98.70% | 46.05% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 32 | 30 | 93.75% | 86.67% |
| Filipino | 47 | 46 | 97.87% | 73.91% |
| Hispanic or Latino | 206 | 201 | 97.57% | 49.75% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 106 | 105 | 99.06% | 60.95% |
| Two or More Races | 25 | 25 | 100.00% | 60.00% |
| Socioeconomically Disadvantaged | 258 | 254 | 98.45% | 44.88% |
| English Learners | 84 | 82 | 97.62% | 56.10% |
| Students with Disabilities | 62 | 56 | 90.32% | 16.07% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 506 | 493 | 97.43% | 44.92% |
| Male | 252 | 242 | 96.03% | 43.80% |
| Female | 254 | 251 | 98.82% | 46.00% |
| Black or African American | 77 | 76 | 98.70% | 31.58% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 30 | 28 | 93.33% | 75.00% |
| Filipino | 47 | 46 | 97.87% | 69.57% |
| Hispanic or Latino | 206 | 200 | 97.09% | 31.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 106 | 104 | 98.11% | 59.62% |
| Two or More Races | 25 | 25 | 100.00% | 62.50% |
| Socioeconomically Disadvantaged | 256 | 250 | 97.66% | 37.20% |
| English Learners | 84 | 82 | 97.62% | 43.90% |
| Students with Disabilities | 62 | 55 | 88.71% | 21.82% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/23/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 16.5% | 29.9% | 37.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school is an important role. The success of students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. All family members are encouraged to attend our daily flag ceremony at the beginning of each school day. There we make important announcements and recognize students' efforts and achievements. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are invited to attend parenting workshops through the district's Parent University and ChildNet Youth and Family Services, Inc. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee, and as parent volunteers. In order to build public confidence, monthly newsletters, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs.

State Priority: Pupil Engagement

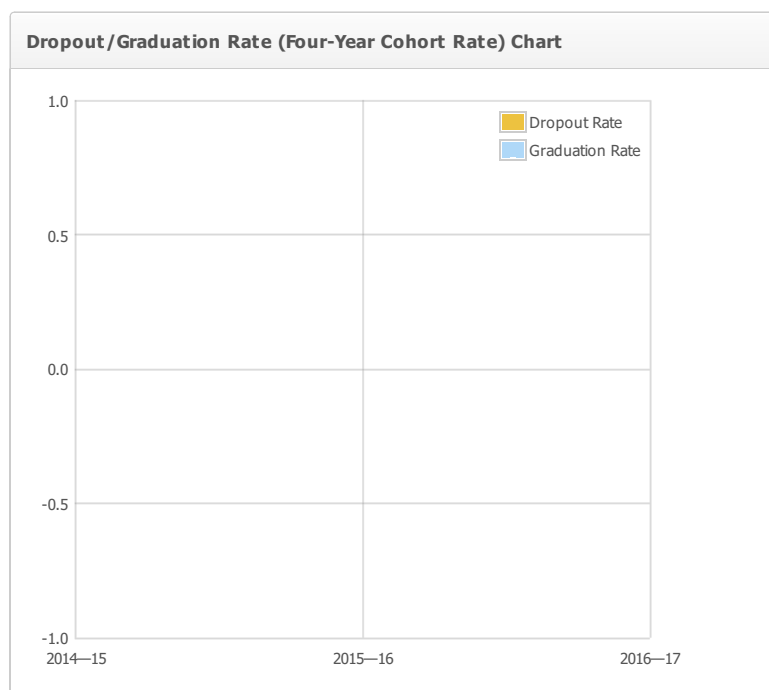
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2014—15 | School 2015—16 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | -- | -- | 3.8% | 5.4% | 10.7% | 9.7% |
| Graduation Rate | -- | -- | 92.8% | 92.2% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | -- | 2.5% | 9.1% |
| Graduation Rate | -- | 90.6% | 82.7% |



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | -- | -- | -- |
| Black or African American | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| White | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- |
| English Learners | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |
| Foster Youth | -- | -- | -- |

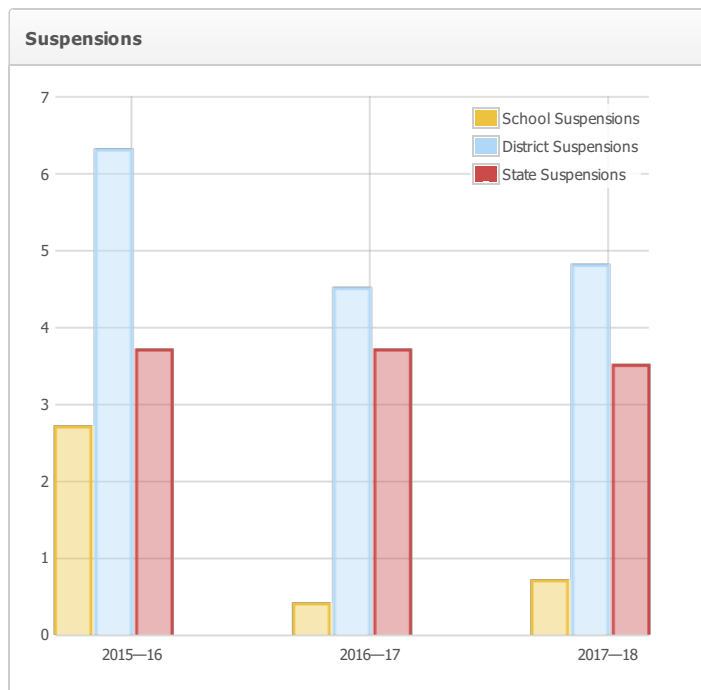
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 2.7% | 0.4% | 0.7% | 6.3% | 4.5% | 4.8% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Safety is our number one priority at Lindstrom School. The staff, students, parents, the Parent Teacher Association (PTA), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well-being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, and secure environment for all students. We revise our Comprehensive School Safety Plan annually. The last update was approved by law enforcement and BUSD Educational Services February 2018. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The site safety committee meets a minimum of three times each year. The safety committee will meet January 14, 2019 to review and update the plan. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

Last updated: 1/15/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 24.0 | | 6 | |
| 1 | 21.0 | 2 | 3 | |
| 2 | 24.0 | | 5 | |
| 3 | 20.0 | 2 | 5 | |
| 4 | 30.0 | | 4 | |
| 5 | 30.0 | | 4 | |
| 6 | 24.0 | 2 | 4 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 21.0 | 1 | 5 | |
| 1 | 24.0 | | 5 | |
| 2 | 21.0 | 2 | 3 | |
| 3 | 22.0 | 1 | 5 | |
| 4 | 29.0 | | 4 | |
| 5 | 32.0 | | 3 | 1 |
| 6 | 27.0 | 1 | 4 | |
| Other** | 8.0 | 1 | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 20.0 | 2 | 4 | |
| 1 | 24.0 | | 4 | |
| 2 | 24.0 | | 5 | |
| 3 | 22.0 | | 5 | |
| 4 | 33.0 | | | 4 |
| 5 | 31.0 | | 4 | |
| 6 | 26.0 | 1 | 4 | |
| Other** | 14.0 | 1 | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | 0.5 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$7541.0 | \$2678.0 | \$4864.0 | \$81759.0 |
| District | N/A | N/A | \$9580.0 | \$75667.0 |
| Percent Difference – School Site and District | N/A | N/A | -65.3% | 7.7% |
| State | N/A | N/A | \$7125.0 | \$79665.0 |
| Percent Difference – School Site and State | N/A | N/A | -37.7% | 2.6% |

Note: Cells with N/A values do not require data.

Last updated: 12/10/2018

Types of Services Funded (Fiscal Year 2017—18)

In addition to general fund state funding, Bellflower Unified School District receives federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- Lottery: Instructional Materials
- School Based Medi-Cal Billing Options
- Special Education
- California State Preschool Programs (CSPP)
- Title I, II, III, and IV.

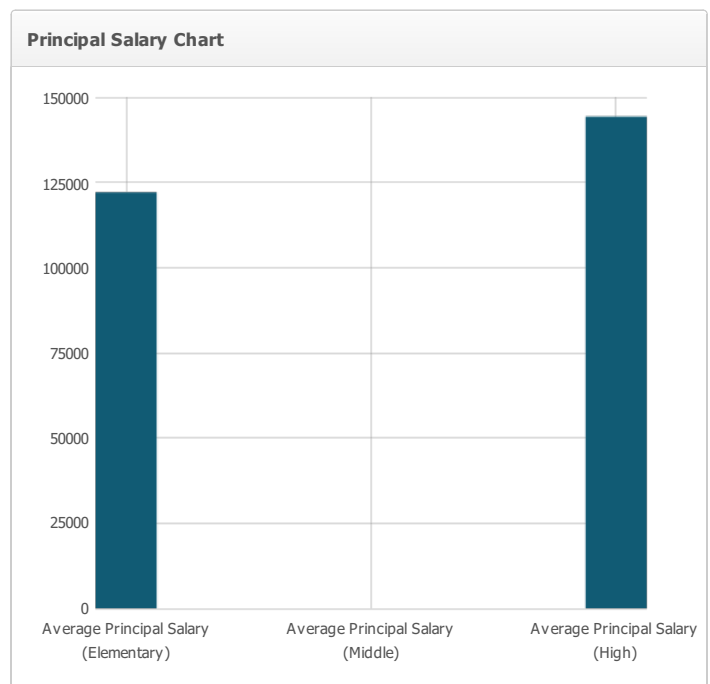
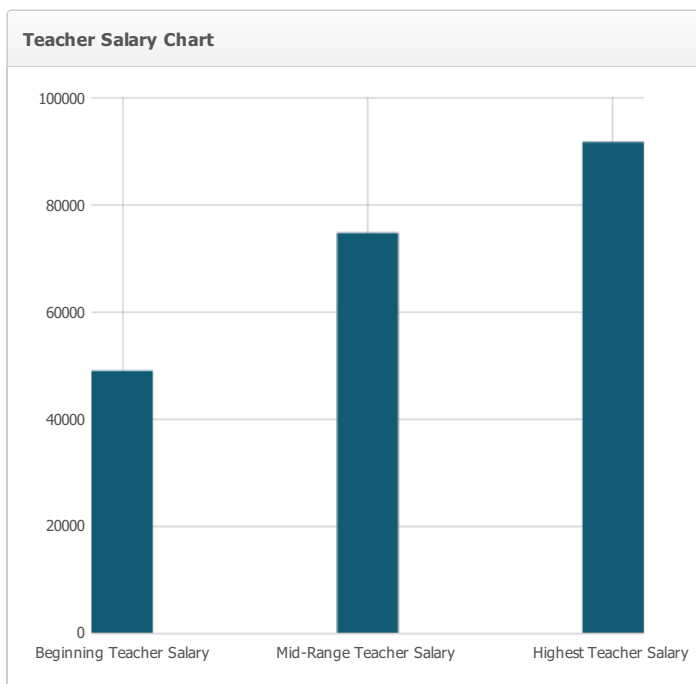
Local Control Funding Formula (LCFF) money supports students as detailed in the district’s Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district’s educational community.

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,921 | \$49,512 |
| Mid-Range Teacher Salary | \$74,666 | \$77,880 |
| Highest Teacher Salary | \$91,628 | \$96,387 |
| Average Principal Salary (Elementary) | \$122,095 | \$123,139 |
| Average Principal Salary (Middle) | \$ | \$129,919 |
| Average Principal Salary (High) | \$144,296 | \$140,111 |
| Superintendent Salary | \$224,851 | \$238,324 |
| Percent of Budget for Teacher Salaries | 38.0% | 36.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/2019

Professional Development

Professional development activities are essential to the maintenance of a quality educational program for all students. Staff development is based on the assessed needs of the school personnel. Training opportunities include Common Core State Standards in both language arts and mathematics, NGSS, IEP/SEIS, special education strategies, ELD, and technology integration.

The district has also provided shortened days for schools to use for school-based planning and professional development activities. The school-based instructional time and staff development program has addressed technology-based instruction; STEAM, the utilization of standardized tests in the instructional program, and social-emotional learning strategies.

Last updated: 1/25/2019