

Las Flores Home Education Independent Study Academy

School Accountability Report Card Reported Using Data from the 2018—19 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.

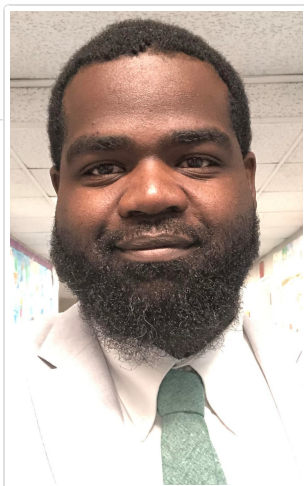
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



Ke'Len Armstrong, Program Administrator

Principal, Las Flores Home Education Independent Study Academy

About Our School

Welcome to Las Flores Home Education Independent Study Academy, "Home of the Leopards". We are an independent study school in the Bellflower Unified School District that serves elementary, middle, and high school students who reside within Los Angeles and adjacent counties. The Home Education Academy offers students a viable alternative to the traditional elementary, middle, and high school learning experience. Through this unique public school setting, parents have the opportunity to fully or partially take on the role of teacher in the elementary and middle school setting and act as a facilitator during the high school setting using curriculum provided by the district at no cost.

The Las Flores Home Education Independent Study Academy provides a small, caring, and academically challenging program that allows students of varying ability levels to flourish through a variety of means. In the elementary and middle school core program, multi-age classrooms provide opportunities for students to accelerate and remediate when necessary. The "One Room School House" feel enables families to easily extend classroom learning at home for siblings in different grade levels, while "transparent" walls promote developmental learning as students across grade levels are periodically grouped based on skills. Well-rounded children with strong character and values are also developed through Enrichment Friday events consisting of art, technology, and Mandarin language classes and monthly community outreach opportunities.

In the high school blended program, students have the opportunity to receive multi-age, project-based, face-to-face instruction from highly qualified teachers three days a week while self-regulating online independent study in their remaining courses utilizing district provided technology. In addition, all students have study lab opportunities 3 days a week to enable them to collaborate with peers as well as receive support in both online and face-to-face classes from their classroom and/or supervising teacher. All courses are a-g approved (pending approval) and follow the California Content Standards. Student clubs and activities are available based on students' interests. Parents and teachers have regularly scheduled open communication where they can discuss student progress through the curriculum as well as academic needs.

Contact

Las Flores Home Education Independent Study Academy
10039 East Palm St.
Bellflower, CA 90706-6013

Phone: 562-804-6565

Email: kelenarmstrong@busd.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Bellflower Unified
Phone Number	(562) 866-9011
Superintendent	Tracy McSparren
Email Address	tmcsparren@busd.k12.ca.us
Website	http://www.busd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Las Flores Home Education Independent Study Academy
Street	10039 East Palm St.
City, State, Zip	Bellflower, Ca, 90706-6013
Phone Number	562-804-6565
Principal	Ke'Len Armstrong, Program Administrator
Email Address	kelenarmstrong@busd.k12.ca.us
County-District-School (CDS) Code	19643030128306

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

OUR VISION

It is the vision of the Home Education Independent Study Academy to cultivate life-long learning in all students by integrating rigorous instruction, technology and critical thinking with relevant, real-life experiences including civic learning and community awareness. Through implementation of Universal Design for Learning and the principles of a growth mindset, students are guided to reach their full potential. Student learning is a collaborative effort with all stakeholders; this includes small group learning in the classroom, as well as joint decision making among parents, students, and teachers.

STUDENT LEARNER OUTCOMES

Positive Attitude

- o We will demonstrate a growth mindset by setting goals based on feedback
- o We will exhibit grit by showing perseverance in difficult classroom assignments

Accept Responsibility

- o We will be a good citizen by following school rules and participating in outreach opportunities
- o We will show integrity by avoiding cheating and plagiarism as well as using technology for academic purposes only
- o We will become "expert learners" who understand, communicate, and act upon our educational needs

Willing to Learn

- o We will actively listen and ask questions in classroom activities to clarify our understanding
- o We will complete all individual and group assignments with precision and efficiency

Show Respect

- o We will communicate effectively by listening to others ideas, disagreeing politely, and offering sound evidence to support our assertions
- o We will be kind to others when engaging in classroom and extracurricular activities

OUR PROGRAM

The Home Education Independent Study Academy offers families that homeschool the best of both worlds. Parents have the assistance of a credentialed teacher and access to standards-based textbooks while retaining the autonomy to design their student's learning based on the California standards and their own values and ideals. Our goal is to assist parents with the implementation of a creative, well-rounded, standards-based curriculum that is tailored to the abilities and interests of their children while maintaining and drawing upon the principles of their family.

CLASSIC MODEL:

Grades TK – 8: Parents are the primary teacher five days a week. Students and parents meet at least once a month with a credentialed teacher to review work and set goals. Students may also participate in enrichment learning experiences on Fridays.

CORE MODEL:

Grades TK – 8: Students attend school three full days per week and are taught at home two days. Students and parents meet at least once a month with a credentialed teacher to review work and set goals. Students may also participate in enrichment learning experiences on Fridays.

TRADITIONAL MODEL:

Grades 9-12: Students learn at home five days a week through online courses in science, health, social science, math, world language, and English that meet a-g requirements for UC/CSU admission. Physical Education requirements are completed independently. Assignments are submitted Fridays by 3:00 PM. All tests take place at Las Flores Educational Center.

BLENDED MODEL:

Grades 9-11: Students attend math and English classes three days per week at Las Flores Educational Center. Science, health, social science, and a world language course that meet a-g requirements for UC/CSU admission are taken online. Physical Education requirements are completed independently at home. Assignments are submitted Fridays by 3:00 PM. All tests take place at Las Flores Educational Center.

ENRICHMENT FRIDAYS

Each week students in grades TK-8 have the opportunity to come to Las Flores Educational Center for half a day to participate in an engaging, standards-based lesson and activity as well as both a music and technology class.

USE OF OUR LABS & FACILITIES

Enrolled students and parents have access to our computer, science and mathematics labs and Reading Lounge. Each of these rooms is equipped with a wide variety of content-specific instructional materials. Enrolled students of home school groups have access to fully equipped classrooms and the auditorium for instruction or performances. Call the school for more information.

Sample Program Components:

- Standards Based Curriculum & Lessons
- Multi-age, Multi-level
- Classes Partnership with a Credentialed Teacher
- Academic Interventions
- ST Math Program
- CAASPP Testing Grades 3-8, 11
- Parent Workshops
- Parent Resource Room
- State-of-the-Art Classroom Technology

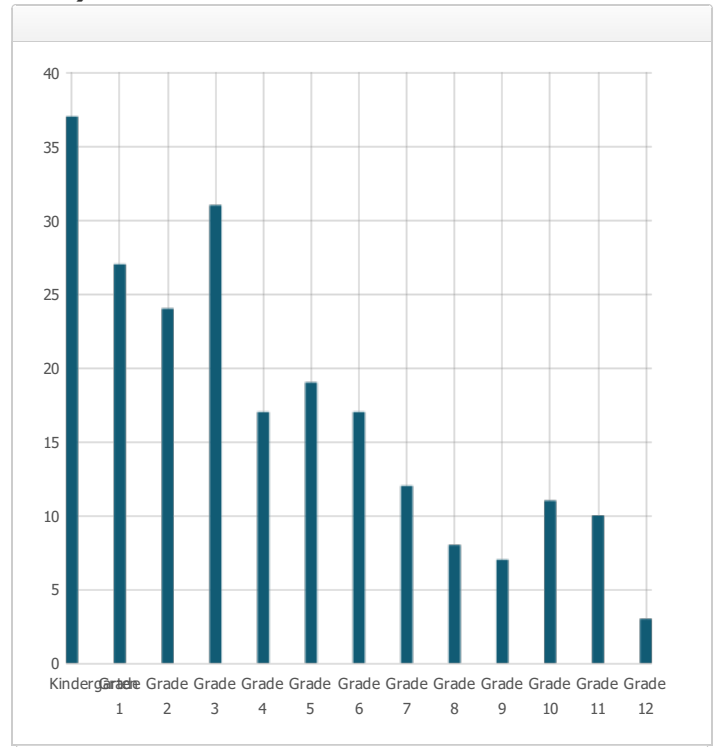
OUR MISSION

The mission of the Home Education Independent Study Academy is to establish an educational program that meets social, emotional, academic, and behavioral needs as students prepare to become successful citizens in a 21st century global society.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	37
Grade 1	27
Grade 2	24
Grade 3	31
Grade 4	17
Grade 5	19
Grade 6	17
Grade 7	12
Grade 8	8
Grade 9	7
Grade 10	11
Grade 11	10
Grade 12	3
Total Enrollment	223



Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.00 %
American Indian or Alaska Native	0.90 %
Asian	4.90 %
Filipino	2.70 %
Hispanic or Latino	43.90 %
Native Hawaiian or Pacific Islander	0.40 %
White	31.40 %
Two or More Races	4.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.50 %
English Learners	4.90 %
Students with Disabilities	1.30 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

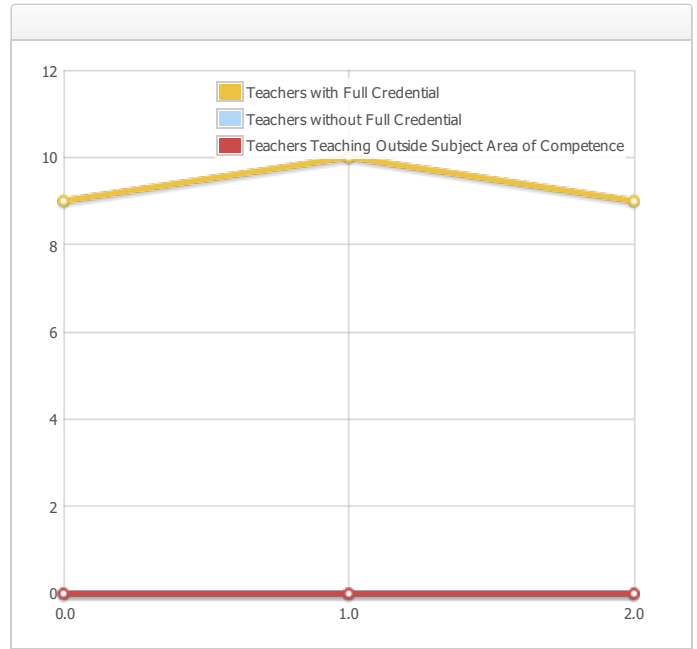
State Priority: Basic

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

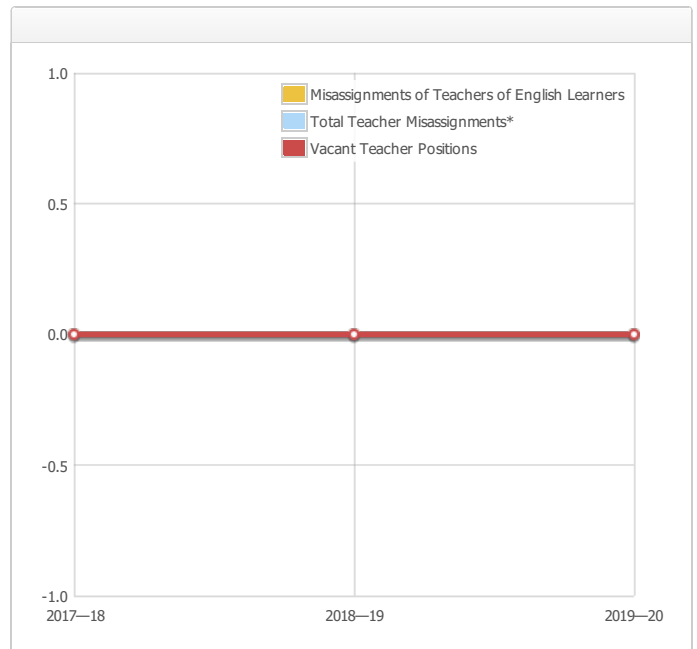
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	10	9	525
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw-Hill - World of Wonders (PK-TK) Adopted 2017 McGraw-Hill - Reading Wonders (K-5) Adopted 2017 McGraw-Hill - StudySync (6-12) Adopted 2017</p> <p>Bedford/St Martins - Language of Composition Adopted 2016</p> <p>Cengage Learning - Perrine's Literature Adopted 2010 Bedford/St Martins - Literature of Composition Adopted 2015 Houghton Mifflin - English 3D Adopted 2018</p>	Yes	0.00 %
Mathematics	<p>Great Minds -Eureka Math (TK-5) Adopted 2014</p> <p>Houghton Mifflin - Go Math! (6-8) Adopted 2014 Cengage - Big Ideas Integrated Math 1,2,3 Adopted 2018 Pearson/Prentice Hall - Precalculus Adopted 2007 Holt/McDougal - Calculus of a single variable Adopted 2007 Cengage - Introduction to Statistics Adopted 2011 VHPS Publishing - Practice of Statistics Adopted 2007 Glencoe/McGraw Hill - Business Mathematics Adopted 2007</p>	Yes	0.00 %
Science	<p>Houghton Mifflin - CA Science (K-6)</p> <p>CPO - Focus on Life Science Adopted 2006 CPO - Focus on Physical Science Adopted 2006 Holt/McDougal - Earth Science Adopted 2006 Holt/McDougal - CA Biology Adopted 2006 Pearson - CA Biology for AP Adopted 2006 Pearson - CA Chemistry Adopted 2007 McGraw Hill - Hole's Essentials Anatomy Adopted 2008 McGraw Hill - CA Physics Principles/Problems Adopted 2007 Pearson - Physics Principles/Applications AP Adopted 2010 Holt/McDougal - Environmental Science Adopted 2007 Bedford/St. Martin's - Environmental Sci AP Adopted 2013 Pearson - Essential Oceanography Adopted 2006 Cengage Learning - Forensic Science Adopted 2010</p>	Yes	0.00 %
History-Social Science	<p>Houghton Mifflin Harcourt – Reflections (K-6)</p> <p>Holt/McDougal - Medieval History Adopted 2006 Holt/McDougal - US History to 1914 Adopted 2006 Holt/McDougal - World Geography Adopted 2006 Pearson - Geography, Cultural Landscape Adopted 2016 Prentice Hall - World History: Modern World Adopted 2006 McGraw Hill - World History: Traditions AP Adopted 2011 Holt/McDougal - US History: The Americans Adopted 2006 Holt/McDougal - The American Pageant AP Adopted 2009 Prentice Hall - Government in America Adopted 2006 Prentice Hall – American Government AP Adopted 2009 Glencoe - Economic Principles Adopted 2006 McGraw Hill – Economics / McConnell AP Adopted 2006 Holt/McDougal - Psychology Adopted 2010 Worth Publishers - Myer's Psychology AP Adopted 2013</p>	Yes	0.00 %
Foreign Language	<p>McGraw Hill - Asi se dice Adopted 2015 Santillana -Yabisi 6 Adopted 2015 McGraw Hill - El español para nosotros Adopted 2015 Heinle & Heinle - Cumbre Adopted 2016 Wayside Publishing - Azulejo Adopted 2016 Wayside Publishing - Triangulo Aprobado Adopted 2017 Houghton Mifflin - Bien dit! Adopted 2015 EMC - T'es branche 4 Adopted 2015 EMC - Zhen Bang 3 Adopted 2015 Cheng & Tsui - Integrated Chinese Adopted 2015</p>	Yes	0.00 %

Health	Glencoe - Health	Yes	0.00 %
Visual and Performing Arts	Davis Publications –Visual Experience Adopted 2013	Yes	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: 1/14/2020

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, teachers' lounges, and a teachers' workroom, for students and staff to go for collaboration and research.

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 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: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 2019

Overall Rating	Exemplary
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Last updated: 1/14/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	87.0%	76.0%	50.0%	50.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	64.0%	59.0%	31.0%	32.0%	38.0%	39.0%

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: 1/14/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	101	98.06%	1.94%	76.24%
Male	53	52	98.11%	1.89%	71.15%
Female	50	49	98.00%	2.00%	81.63%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	41	40	97.56%	2.44%	70.00%
Native Hawaiian or Pacific Islander					
White	38	37	97.37%	2.63%	78.38%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	51	51	100.00%	0.00%	78.43%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/14/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	101	98.06%	1.94%	59.41%
Male	53	52	98.11%	1.89%	59.62%
Female	50	49	98.00%	2.00%	59.18%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	41	40	97.56%	2.44%	45.00%
Native Hawaiian or Pacific Islander					
White	38	37	97.37%	2.63%	59.46%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	51	51	100.00%	0.00%	50.98%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/14/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/14/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Students have access to a variety of CTE courses offered district wide.

Cabinetry, Millwork and Woodworking
Engineering Design
Financial Services
Food Services and Hospitality
Graphic Production Technologies
Health Care- Patient Care Services
International Business
Production and Managerial Arts- Film Video
Software & Systems Development
Systems Diagnostics Service and Repairs

- o Majority of CTE courses are UC a-g approved to support academic and career preparation.
- o Special population students are encouraged to participate within the various CTE courses.
- o CTE courses are aligned to the California CTE Standards.
- o Every pathway is represented within the CTE advisory committee. The committee meets biannually to provide input and expertise to the classroom environment and teaching staff.

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	13.90%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.67%

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 2018—19)

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	11.80%	5.90%	70.60%
7	25.00%	16.70%	25.00%
9	25.00%	--	12.50%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/14/2020

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 2019—20)

Las Flores Home Education Independent Study Academy prides itself on a strong educational partnership between parents and the school. In addition, to the standard monthly conferences required for independent study, we offer a wide variety of means for parents to be an active participant in their student's school experience. Such activities include such things as:

Coordinating Enrichment Friday Activities
 Chaperoning Field Learning Experiences
 Attending parent professional development opportunities
 Participating in parent-teacher collaboration days
 No Homework Nights
 Attending monthly Parent Advisory Committee meetings
 Visiting Classrooms
 Volunteering throughout the school
 Engaging in fundraising and outreach opportunities
 Family Movie Nights
 Student of the Month Ceremonies
 Current educational articles on best practices for student achievement

Parents can stay up to date with the many participation opportunities and stay connected with the teachers, staff and administration through the monthly calendar located in the parent tab and/or the google calendar linked on the home page as well as the many other communication opportunities utilized by the school such as Blackboard, Facebook, and Remind.

State Priority: Pupil Engagement

Last updated: 1/14/2020

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

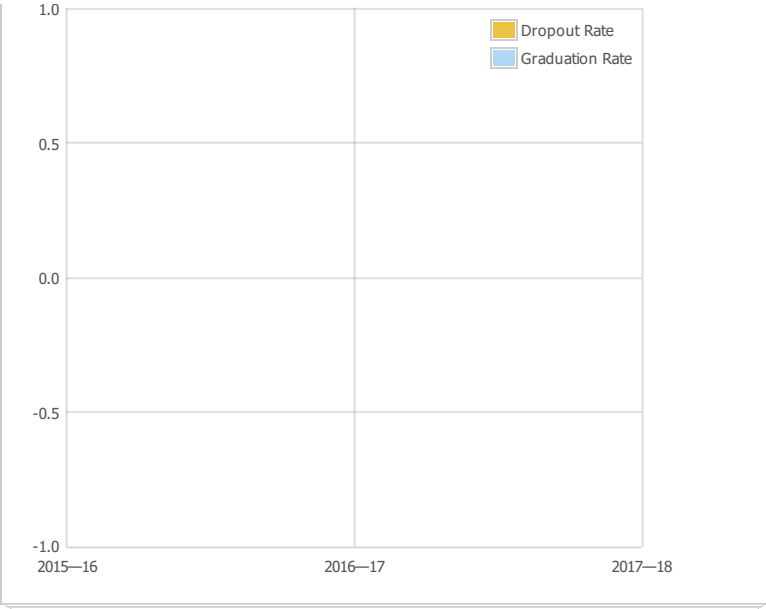
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	92.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	2.50%	3.20%	9.10%	9.60%
Graduation Rate	--	--	90.60%	90.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/14/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	1.80%	1.30%	4.50%	4.80%	5.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

The staff, students, parents, the Parent Teacher Association (PT A), 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, supportive and secure environment for all students. 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 school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

The safety committee for the school meets several times per year to review and update the safety plan. Members bring concerns to the safety committee so that they may be addressed and all safety concerns dealt with in a timely manner to ensure that the campus is a safe place for students, staff, and parents. The safety plan was reviewed with staff in August 2019 including who to contact, the role of each member, emergency sweep teams, and evacuation routes. The plan was approved by the Safety Committee and School Site Council in November 2019. The plan will be reviewed and updated as needed throughout the year and submitted to Law Enforcement and Fire Authority for approval in February 2020. The Board of Education reviews and approves the comprehensive safety plan by March 1, 2020.

Last updated: 1/29/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1				
2	18.00	1		
3	19.00	1		
4	22.00		1	
5				
6	25.00		1	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	1	
1				
2	24.00		1	
3	24.00		1	
4	24.00		1	
5				
6	31.00		1	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1				
2	23.00		1	
3	24.00		2	
4				
5	25.00		1	
6	28.00		1	
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	3		
Mathematics				
Science	5.00	2		
Social Science	3.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	5.00	5		
Mathematics	12.00	2		
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	8		
Mathematics	6.00	5		
Science	2.00	9		
Social Science	4.00	11		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/14/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/14/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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: 1/14/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10427.00	\$3233.00	\$7194.00	\$97440.00
District	N/A	N/A	\$10412.00	\$82468.00
Percent Difference – School Site and District	N/A	N/A	-36.56%	16.64%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-4.25%	17.17%

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

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018–19)

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.

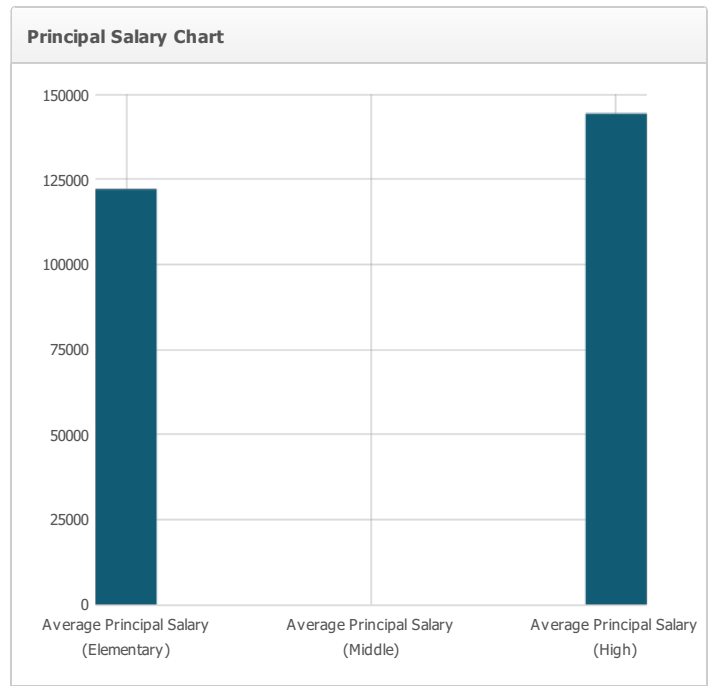
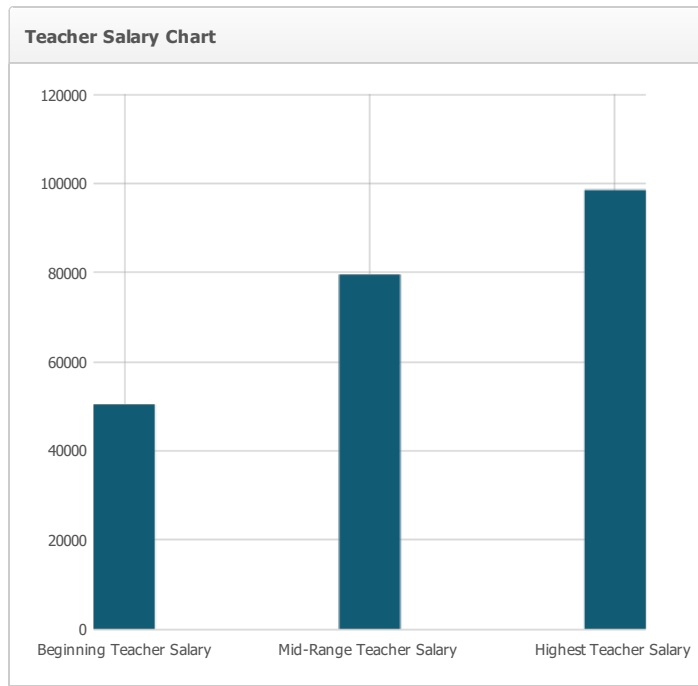
Local Control Funding Formula (LCFF) money supports students as detailed in the district's Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district's educational community.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,389	\$51,374
Mid-Range Teacher Salary	\$79,520	\$80,151
Highest Teacher Salary	\$98,500	\$100,143
Average Principal Salary (Elementary)	\$122,095	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$144,296	\$143,746
Superintendent Salary	\$224,851	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 1/14/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	1	0.50%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	30