

Ernie Pyle 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.



Jessica Cummings, Principal

Principal, Ernie Pyle Elementary

About Our School

Welcome to Ernie Pyle Elementary School. We are proud of our commitment to providing an environment of educational excellence to meet the academic and social-emotional needs of students. We offer a variety of intervention strategies to help students thrive. Before, during and after school academic interventions target student's learning needs. We are excited about our Positive Behavioral Intervention and Support plans that address both the academic and the social emotional needs of our students.

Contact

Ernie Pyle Elementary
14500 South Woodruff Ave.
Bellflower, CA 90706-3237

Phone: 562-804-6528
E-mail: jcumings@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	Ernie Pyle Elementary
Street	14500 South Woodruff Ave.
City, State, Zip	Bellflower, Ca, 90706-3237
Phone Number	562-804-6528
Principal	Jessica Cummings, Principal
E-mail Address	jcumings@busd.k12.ca.us
Web Site	https://www.busd.k12.ca.us/erniepyleelementary
County-District-School (CDS) Code	19643036011621

Last updated: 1/15/2019

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

Vision Statement

The Ernie Pyle School learning community is dedicated to creating an environment of academic excellence. Quality educators inspire and empower students on their journey to becoming life-long compassionate learners. Educators challenge students daily to think critically in partnership with a caring community.

Mission Statement

Our mission is to promote a passion for learning in every student. We are committed to equipping all students with the tools necessary for academic success needed to become responsible citizens and productive members of the community.

At Ernie Pyle, we believe that:

- Every student deserves to learn every day.
- Positive relationships and a strong sense of community connect students to learning.
- All staff who challenge and care for students make a significant impact on students' lives.
- WE Build Futures.

We are the Ernie Pyle Panthers. Watch us climb!

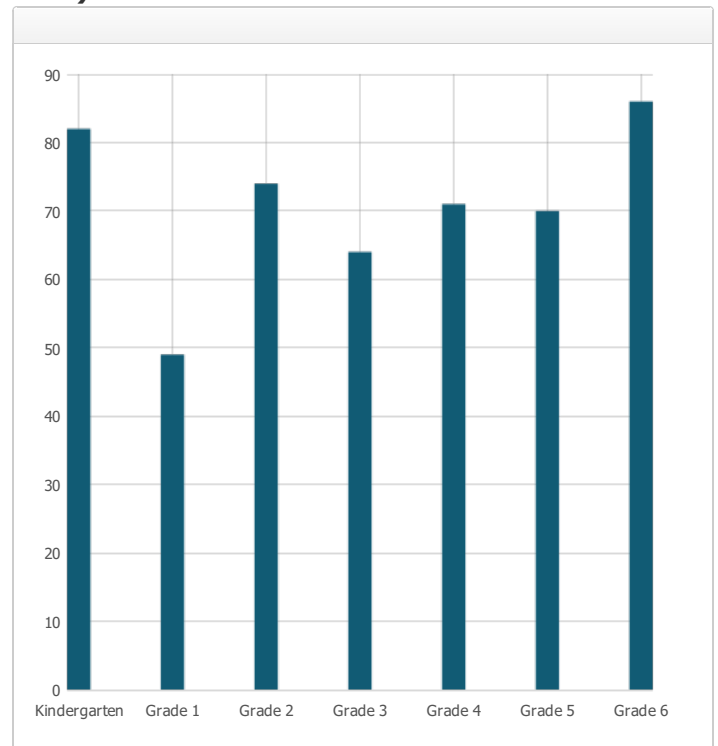
The facilities at Ernie Pyle Elementary School include a multipurpose room that also serves as the school cafeteria, a parent volunteer room, a library, a primary computer lab, an upper grade computer lab, a restorative practice / circle room, a dedicated science room and a resource room.

Ernie Pyle serves 450 students. Students at Ernie Pyle are held to clear and high expectations. Teachers use a variety of instructional strategies to ensure that all students access the core curriculum, and the instructional program is designed so that all students are fully engaged and supported to take ownership of their learning. A variety of intervention and enrichment programs are available to help students achieve and thrive academically. Students in grades 5 and 6 participate in chorus or band and are taught by a certificated music teacher. Students are given opportunities beyond the classroom setting to experience challenging and diverse learning experiences. These opportunities include library monitors, cafeteria workers and Panther Pride Club participation. Assemblies, student of the month, perfect attendance, and "Golden Paws" are used to positively reinforce student attendance, academic achievement and behavior. An after school program called think TOGETHER offers support with homework and provides enrichment activities for students in kindergarten through 6th grades every day until 6:00 p.m. Our goal is to provide a quality education so our students become life long learners and will become successful community members in their future years.

Other personnel serving the school include a school psychologist, counselor, health assistant, a speech and language pathologist, secretarial staff, as well as other dedicated staff members available to facilitate community needs. We have an open door policy that encourages parent involvement to help support our instruction. All staff meets the credential requirements of the State of California. Staff development activities are essential for maintaining a quality education program for students. Both the site administrator and the district office personnel provide on-going, job-embedded staff development activities for teachers and classified staff. The teachers also provide staff development to their colleagues after attending staff developments provided by the district. The focus for all staff development is on strategies that help support academic achievement of all students. We believe that all students can learn and we continually strive to meet the learning needs of all students. All stakeholders of the Ernie Pyle learning community hold themselves to a belief that every student deserves excellence.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	49
Grade 2	74
Grade 3	64
Grade 4	71
Grade 5	70
Grade 6	86
Total Enrollment	496



Last updated: 1/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	15.1 %
American Indian or Alaska Native	0.6 %
Asian	2.4 %
Filipino	4.8 %
Hispanic or Latino	70.4 %
Native Hawaiian or Pacific Islander	0.6 %
White	3.0 %
Two or More Races	2.0 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.3 %
English Learners	20.8 %
Students with Disabilities	11.5 %
Foster Youth	1.2 %

A. Conditions of Learning

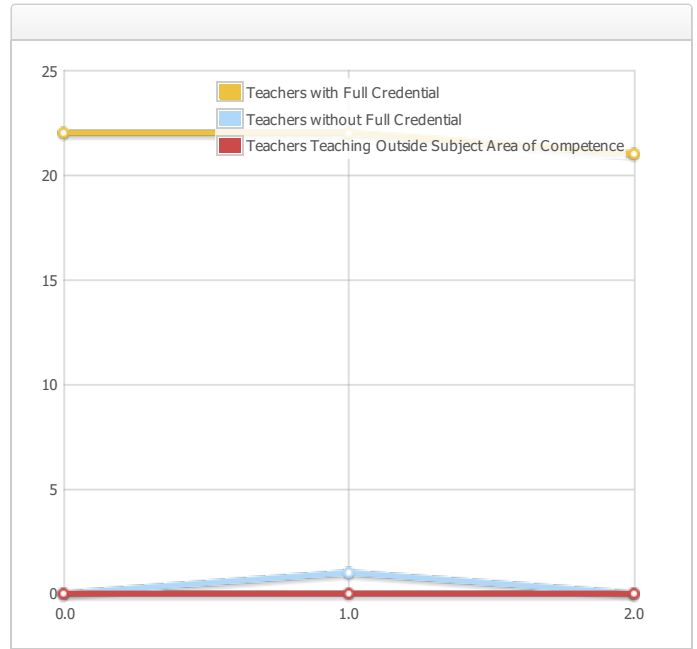
State Priority: Basic

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

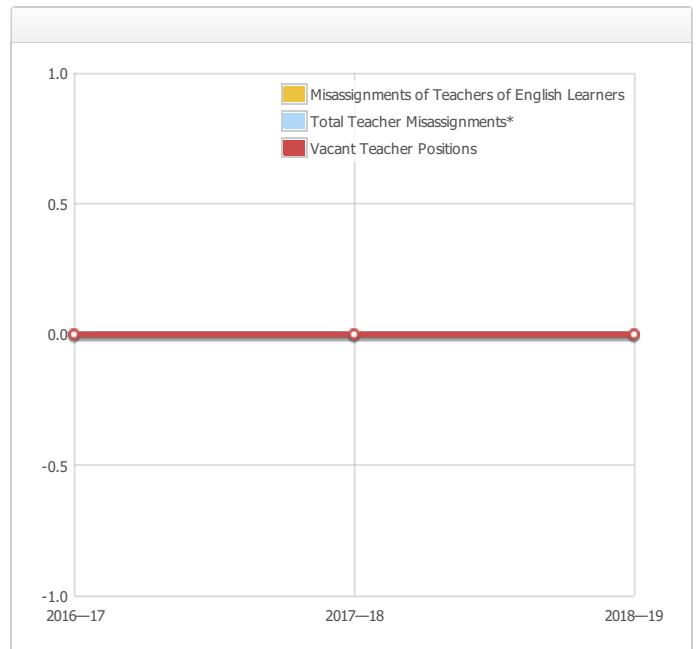
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	22	22	21	564
Without Full Credential	0	1	0	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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, 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 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: July 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: July 2018

Overall Rating	Good
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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)	35.0%	42.0%	48.0%	50.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	31.0%	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	297	293	98.65%	42.32%
Male	155	153	98.71%	38.56%
Female	142	140	98.59%	46.43%
Black or African American	38	38	100.00%	26.32%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	14	13	92.86%	46.15%
Hispanic or Latino	214	214	100.00%	42.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	243	242	99.59%	41.32%
English Learners	100	99	99.00%	39.39%
Students with Disabilities	40	39	97.50%	5.13%
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	295	292	98.98%	30.82%
Male	153	152	99.35%	35.53%
Female	142	140	98.59%	25.71%
Black or African American	38	38	100.00%	23.68%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	14	13	92.86%	46.15%
Hispanic or Latino	212	212	100.00%	28.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	241	241	100.00%	29.05%
English Learners	100	100	100.00%	24.00%
Students with Disabilities	40	39	97.50%	5.13%
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**

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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	28.4%	19.4%	3.0%

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 flag ceremony at the beginning of each school each Monday and Friday. 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 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

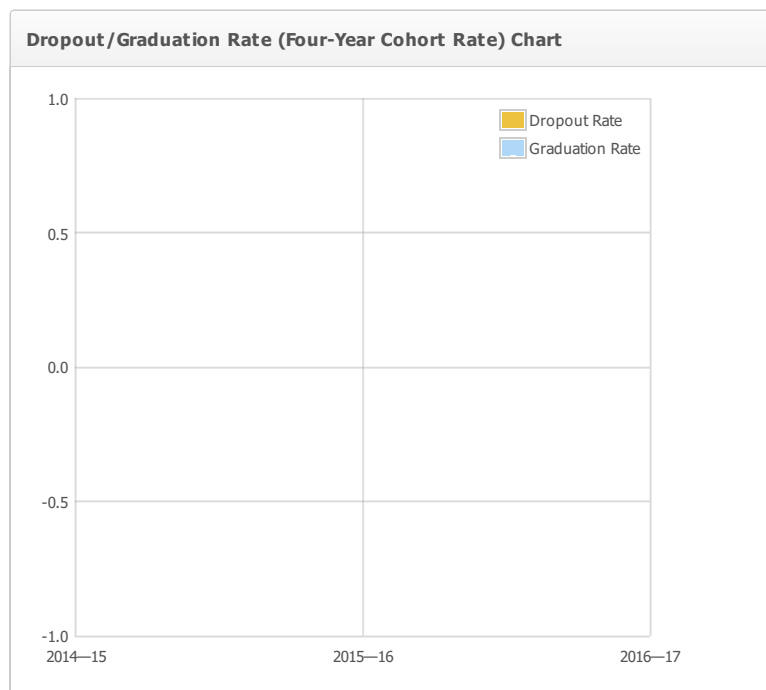
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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: 1/23/2019

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	--	--	--

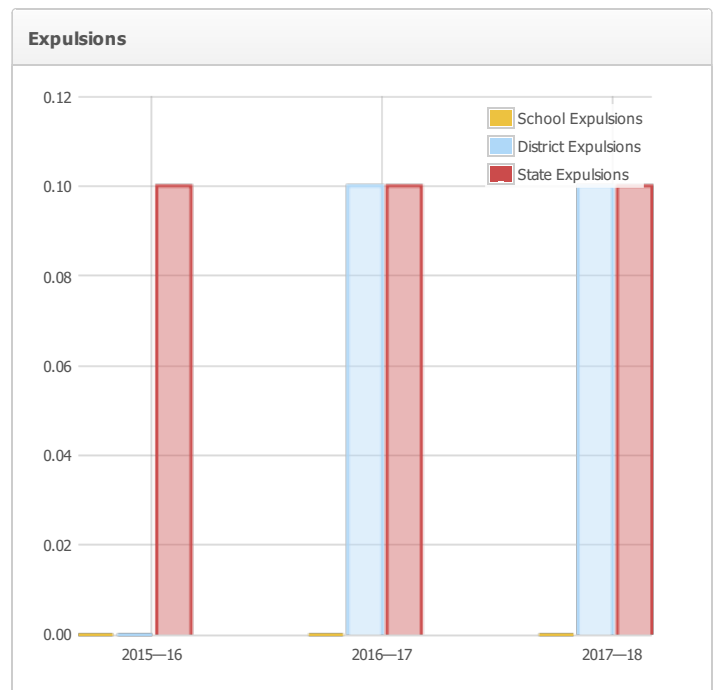
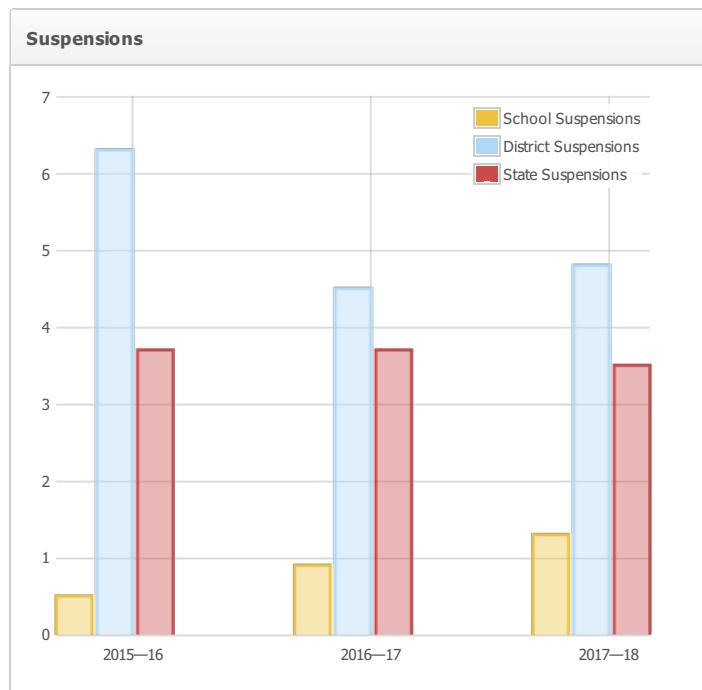
State Priority: School Climate

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	0.5%	0.9%	1.3%	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)

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. 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 current plan was reviewed by the school site council on January 23, 2018. It is continuously reviewed during safety team meetings and meetings with staff members and has been updated to continue to meet the changing needs of the school. 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	23.0	1	3	
1	23.0		3	
2	20.0	1	2	
3	23.0		3	
4	26.0		3	
5	26.0		2	
6	25.0	1	3	
Other**	10.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		3	
1	22.0		3	
2	23.0		3	
3	18.0	4		
4	34.0			2
5	27.0		3	
6	25.0	1	2	
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	21.0	3	1	
1	24.0		2	
2	22.0		3	
3	18.0	3	1	
4	34.0			2
5	34.0			2
6	27.0		3	
Other**	11.0	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	\$8173.0	\$2934.0	\$5238.0	\$76738.0
District	N/A	N/A	\$9580.0	\$75667.0
Percent Difference – School Site and District	N/A	N/A	-58.6%	1.4%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-30.5%	-3.7%

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.

Title I funds are used to supplement the instructional program with evidence-based educational strategies aimed at closing the achievement gap and supporting the educational need of low-income, low achieving, and other designated students with special needs, in meeting the state's challenging state academic standards. All schools receiving Title I funds are required to comply with provisions detailed in the federal Every Student Succeeds Act (ESSA).

Last updated: 1/24/2019

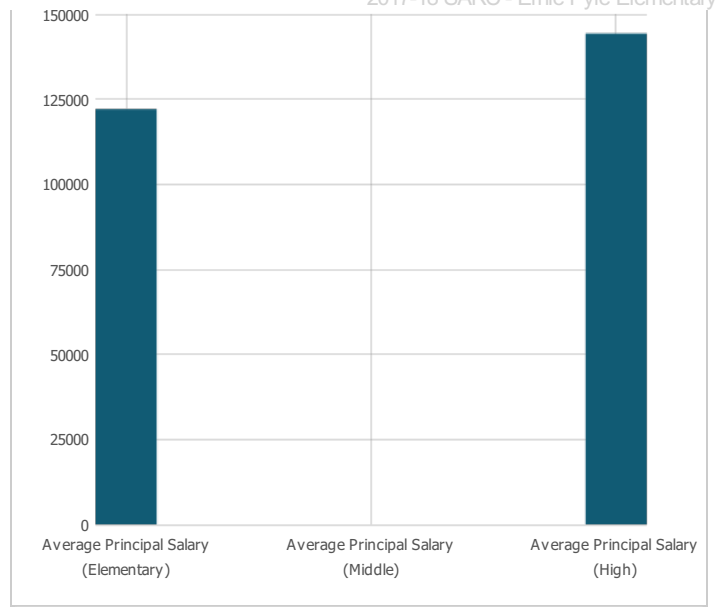
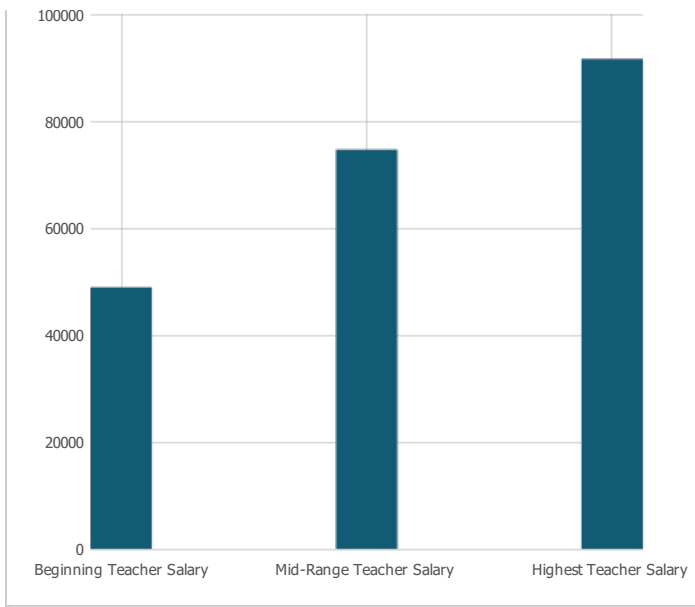
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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/>.

Teacher Salary Chart

Principal Salary Chart



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