

Craig Williams 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.

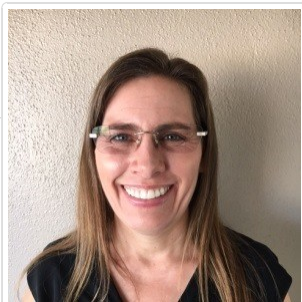
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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



Mrs. Stacey Williams, Principal

📍 Principal, Craig Williams Elementary

About Our School

Craig Williams School was named in honor of Craig E. Williams and as a memorial to the American men and women who fell in battle in Vietnam with the hope that their sacrifices in defense of freedom will not need to be offered again. With this action, the Board of Education recognized the sacrifices and contributions of all men and women who have served their country in the armed services.

Craig Williams School opened for the first time on September 8, 1987. A formal rededication of the school was held on October 20, 1987, at which time Craig's father, Harry (Tex) Williams, his sister Leah, and other family members, along with childhood friends, members of various veterans' organizations, and the community joined to rededicate this school in honor of Craig Emery Williams.

At Craig Williams we believe in the importance of cultivating well-rounded students who will grow up to be excellent citizens. Students demonstrate high behavioral and academic expectations by following the PAWS Pledge: Promote peace & safety, Achieve our goals, Work hard, and Show respect.

Contact

Craig Williams Elementary
6144 North Clark Ave.
Lakewood, CA 90712-1211

Phone: 562-804-6540
E-mail: staceywilliams@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	Craig Williams Elementary
Street	6144 North Clark Ave.
City, State, Zip	Lakewood, Ca, 90712-1211
Phone Number	562-804-6540
Principal	Mrs. Stacey Williams, Principal
E-mail Address	staceywilliams@busd.k12.ca.us
Web Site	Craigwilliamselementary.org
County-District-School (CDS) Code	19643036011654

Last updated: 1/31/2019

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

The mission of Craig Williams Elementary School is to empower students to meet their full potential and inspire them to become lifelong learners by providing them appropriate and challenging educational experiences. The vision of Craig Williams Elementary School is to support students by providing rigorous instruction in a safe, respectful, and positive learning environment, so that they are able to reach their highest potential behaviorally and academically.

Craig Williams Elementary School prides itself in academic programs that nurture the development of 21st Century Skills. From Preschool to promotion our students are challenged to think creatively through the use of a curriculum based on the California Standards. Critical thinking skills are built as students are challenged with an academic program that moves beyond pencil and paper and into projects that involve design and multiple complex components. All students are taught collaboration through modeling and a language intensive classroom learning environment by a wonderful staff of highly talented, fully credentialed classroom teachers.

Craig Williams Elementary School is located in the City of Lakewood. The school facility includes a multipurpose room, a library with over 12,000 books, one computer lab, psychologist's office, speech and guidance room, special education classroom, Math Intervention room, and a Title I teacher room. All classrooms have access to the Internet. The school is built around a large grassy play area, which provides a park like setting for children to play. A covered lunch area also provides a shady spot for eating lunch or reading books at recess time.

Craig Williams School focuses on teaching the California Standards in the areas of language arts, mathematics, social studies, science, and health. Students are actively involved with independent reading using the Accelerated Reader program. This reading program is a system that tracks students reading growth and encourages students to read at their highest level.

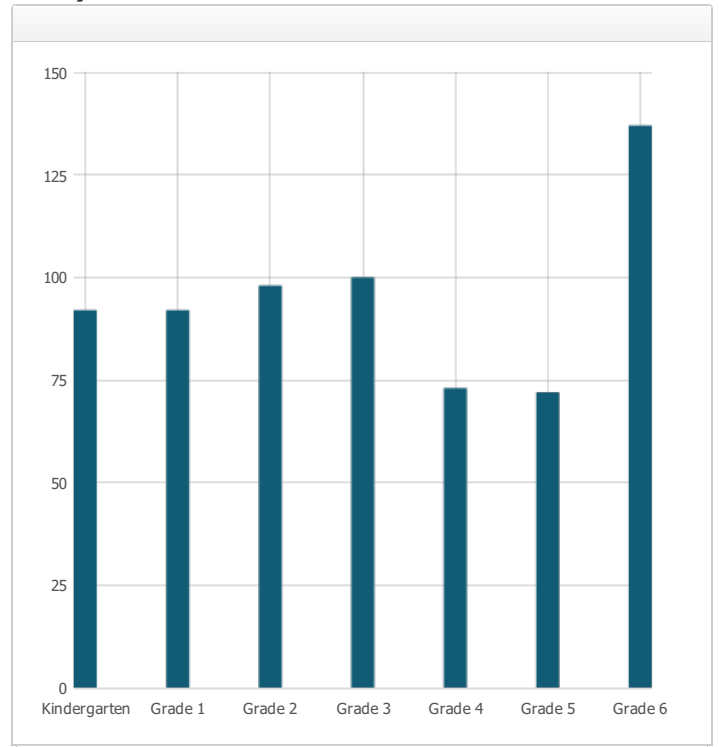
Craig Williams serves students in grades preschool-6. Recognizing that student attendance and academic excellence go hand in hand, it is important to reinforce that students attend school every day. The average daily attendance rate at the school was 88.4% during the prior school year.

Staff development activities are essential for maintaining excellence in education for every student. The District provided more than 200 hours of staff development activities for teachers and classified staff. The emphasis in staff development has been in technology, reading strategies, math, restorative practices, analyzing data and using it to drive instruction. One hundred percent of the teachers at the school took advantage of district or outside staff development offerings. In addition, we are committed to working with parents so they can help their children. In order to meet this commitment, we offer parent workshops and family nights to encourage parents to play an active role in their child's education.

Last updated: 1/28/2019

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	92
Grade 2	98
Grade 3	100
Grade 4	73
Grade 5	72
Grade 6	137
Total Enrollment	664



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	0.2 %
Asian	4.5 %
Filipino	5.0 %
Hispanic or Latino	65.1 %
Native Hawaiian or Pacific Islander	1.8 %
White	6.5 %
Two or More Races	1.5 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.7 %
English Learners	25.5 %
Students with Disabilities	12.8 %
Foster Youth	0.5 %

A. Conditions of Learning

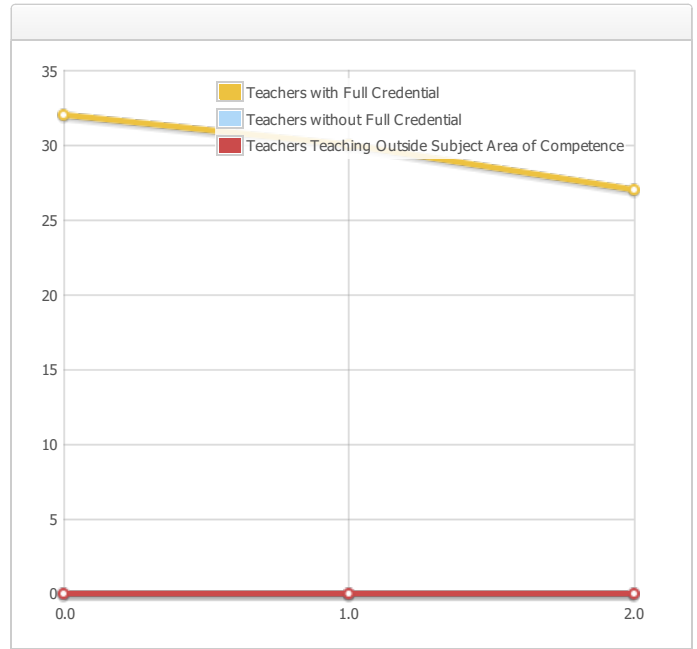
State Priority: Basic

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	32	30	27	564
Without Full Credential	0	0	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, computer lab, teacher's lounge, 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 covered walkway was recently replaced and the kitchen has been remodeled.

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	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 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)	26.0%	27.0%	48.0%	50.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	24.0%	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	377	373	98.94%	26.54%
Male	170	170	100.00%	19.41%
Female	207	203	98.07%	32.51%
Black or African American	62	62	100.00%	11.29%
American Indian or Alaska Native				
Asian	14	14	100.00%	42.86%
Filipino	18	18	100.00%	55.56%
Hispanic or Latino	243	241	99.18%	28.63%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	22	91.67%	18.18%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	325	321	98.77%	24.30%
English Learners	132	131	99.24%	19.08%
Students with Disabilities	53	53	100.00%	5.66%
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	377	373	98.94%	23.59%
Male	170	170	100.00%	23.53%
Female	207	203	98.07%	23.65%
Black or African American	62	62	100.00%	3.23%
American Indian or Alaska Native				
Asian	14	14	100.00%	57.14%
Filipino	18	18	100.00%	44.44%
Hispanic or Latino	243	241	99.18%	24.48%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	22	91.67%	31.82%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	325	321	98.77%	21.50%
English Learners	132	131	99.24%	16.03%
Students with Disabilities	53	53	100.00%	5.66%
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	23.2%	24.6%	36.2%

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 and end of each week. During this time, 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 addition, parents are invited to attend classes held on campus during the day and in the evening. In order to build public confidence, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs. The office may be contacted at 562-804-6540 for further details. Our guidance technician, Nancy Flores, may be contacted for information regarding programs available for families in need.

State Priority: Pupil Engagement

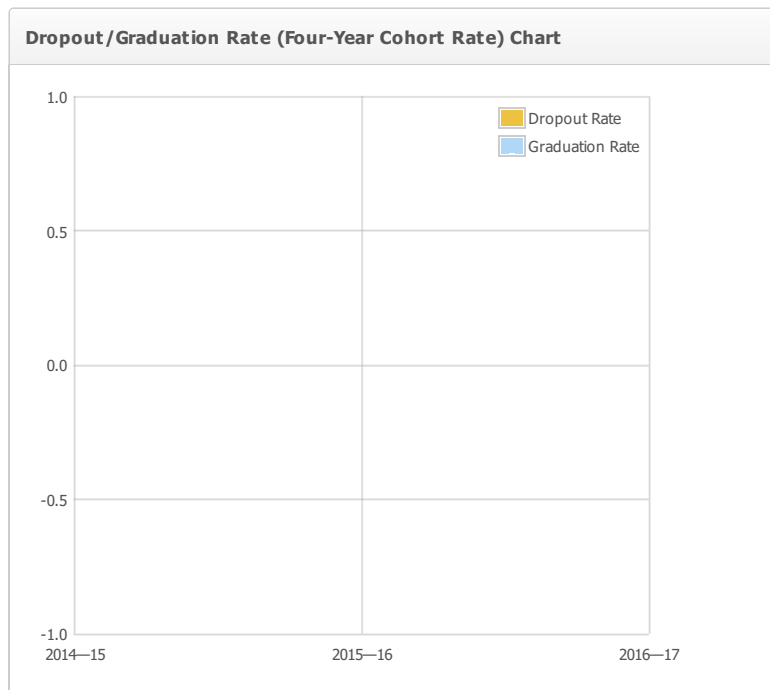
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	--

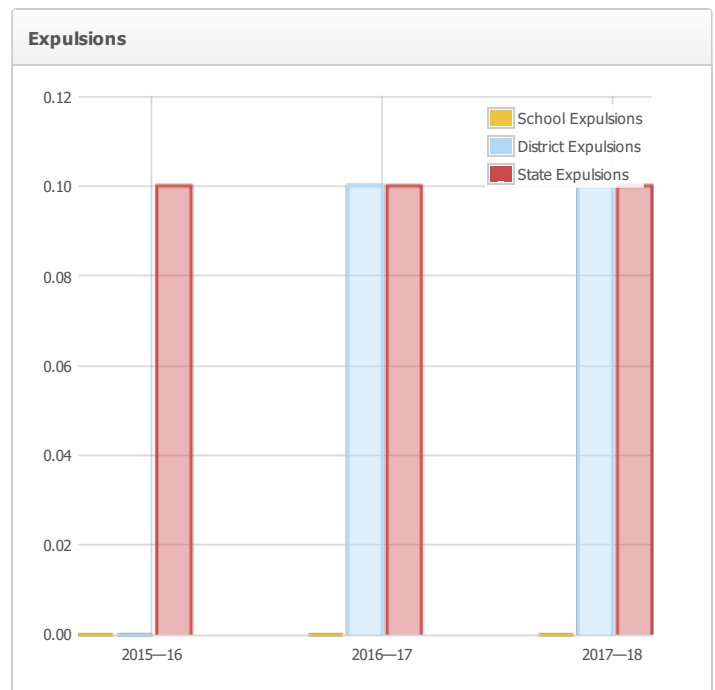
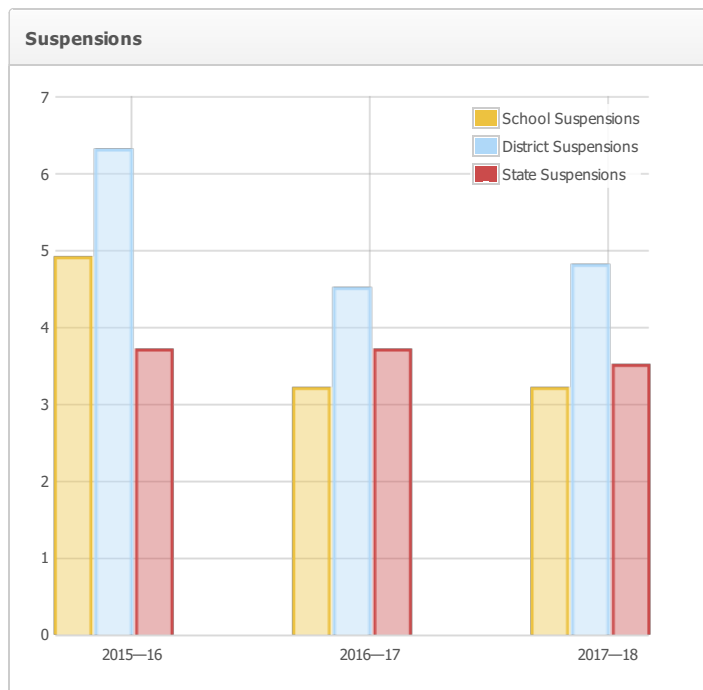
State Priority: School Climate

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	4.9%	3.2%	3.2%	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 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 2018 including who to contact, the role of each member, emergency sweep teams, and evacuation routes. The plan was approved by the Safety Committee & School Site Council in November 2018. The plan will be reviewed and updated as needed throughout the year and submitted to Law Enforcement for approval in February 2019.

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		5	
1	24.0		4	
2	24.0		4	
3	21.0	1	4	
4	34.0			4
5	27.0		4	
6	28.0	1	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	23.0		4	
2	24.0		4	
3	20.0	1	4	
4	29.0		3	
5	33.0		2	2
6	29.0	1		3
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	23.0		4	
1	23.0		4	
2	24.0		4	
3	24.0		4	
4	27.0	1		2
5	34.0			2
6	28.0	1		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.

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	\$7801.0	\$3041.0	\$4761.0	\$76682.0
District	N/A	N/A	\$9580.0	\$75667.0
Percent Difference – School Site and District	N/A	N/A	-67.2%	1.3%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-39.8%	-3.8%

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

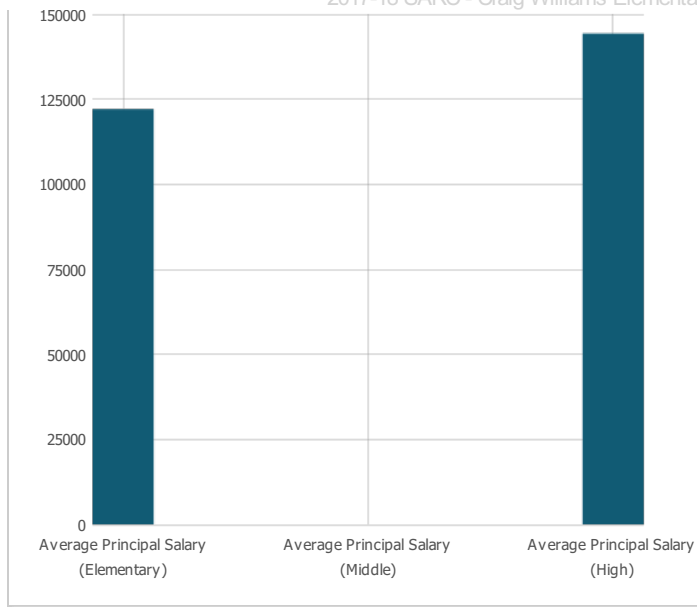
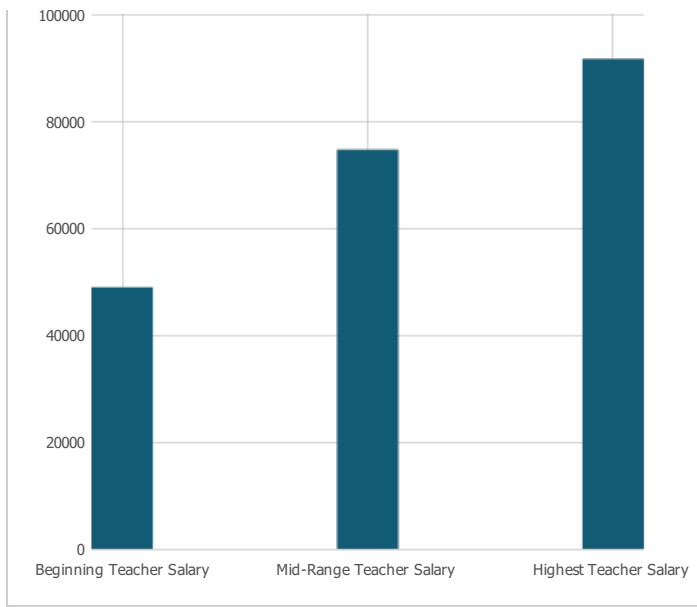
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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