

# Bellflower High

## 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.



### Mike Lundgren, Principal

Principal, Bellflower High

#### About Our School

It is my pleasure to welcome you to the 2019-20 school year at Bellflower Middle/High School. I am honored to be the principal of Bellflower Middle/High School, a school with a rich tradition and legacy of excellence. We are excited to be able to communicate with you and continue to strengthen our ties with our community.

Bellflower has earned a reputation of academic excellence through the hard work of our students, teachers, parents, and staff. Bellflower supports a wide array of challenging academic courses, a variety of athletic teams that play in first class facilities, outstanding visual and performing arts programs, and social opportunities for all students. We encourage you to experience our school culture, one that is focused on providing students with the academic and social resources to prepare them for college and for life.

Bellflower Middle/High School offers a safe learning environment that promotes intellectual growth, creativity, and respect for self and others. Our faculty and staff are high-quality educators, mentors and leaders who are passionate about preparing our students for the ever-changing future challenges they face.

We are committed to providing each student with an appropriate and challenging educational experience in a respectful environment that fosters learning through positive relationships among students, adults, and our diverse community.

To all parents, I encourage you to stay involved in your child's education by joining the Bellflower Parent-Teacher-Student Association (PTSA). By working together and remaining involved, parents send a clear message about the importance of their child's education.

We are proud of the accomplishments of our school and are excited to share our Buc Pride with you!

#### Contact

*Bellflower High*  
15301 South McNab Ave.  
Bellflower, CA 90706-4101

Phone: 562-920-1801  
Email: [mlundgren@busd.k12.ca.us](mailto:mlundgren@busd.k12.ca.us)



## About This School

### Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Bellflower High
<b>Street</b>	15301 South McNab Ave.
<b>City, State, Zip</b>	Bellflower, Ca, 90706-4101
<b>Phone Number</b>	562-920-1801
<b>Principal</b>	Mike Lundgren, Principal
<b>Email Address</b>	<a href="mailto:mlundgren@busd.k12.ca.us">mlundgren@busd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19643031930775

*Last updated: 1/10/2020*

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

Bellflower Middle/High School opened in 1951 with an enrollment of 690 students from the cities of Bellflower and Lakewood. Over the years, the student population has grown and now Bellflower Middle/High School is home to approximately 2,400 students. The Bellflower campus includes both a middle school and a high school and services students in grades seven through twelve.

The school's mission and vision is to provide all students with rigorous, challenging academic programs and classroom instruction of the highest quality of what students must know and perform upon graduation from high school. Our comprehensive standards-based instructional program ensures that all students are connected to the school in meaningful ways through academic programs, extracurricular activities, sports, leadership and career-based learning. Our students can select from a broad range of courses and curricular paths, including Advanced Placement (AP) and honors courses, visual and performing arts courses, vocational education and Career Technical Education (CTE) pathway offerings, and English Language Development classes that enable them to achieve the State of California and District academic performance standards. The high school honors and Advanced Placement classes reinforce students' commitment to academic excellence as students explore subjects in breadth and depth. The extensive elective program in the high school hosts learning in world languages, visual and performing arts, industrial technology, business, and athletics. These performance standards are aligned with the University of California and California State University (UC/CSU) subject a-g requirements and the expected school wide learning goals, resulting in a strong foundation to continue their pursuit for a college education and occupational success in the workplace.

Academic achievement is embedded throughout the curricula for all students to achieve the content standards and the expected school wide learning results. Teachers employ multiple assessment methods to ensure that students' knowledge, performance, and depth of understanding are meeting grade-level content and performance standards in the core subject areas. To accommodate the diverse needs of limited English proficient students, Bell flower High/Middle School offers leveled courses in developing the English language, as well as an instructional program tailored to meet the linguistic needs of new arrivals. A full spectrum of Special Education support appropriate for identified students in the least restrictive environment is an integral part of our school's program in meeting the differentiated learning, social-behavioral, and physical needs of students. The program is comprised of a fully contained learning environment for students with mild/ moderate and/or moderate-severe learning disabilities in special day classes and co-teaching sections across some core disciplines. Regular education and Special Needs teachers have been eager to grow in their new collaborative relationships so together they can bring the best educational experience for every student in their classrooms. When appropriate for students, support in speech and language, mainstreaming with access to the site's learning center for resource specialist assistance, and/or resource specialist English and mathematics courses focus on the individual learning goals of students to further academic achievement.

The Western Association of Schools and Colleges (WASC) and the California Department of Education (CDE) recently granted Bell flower a full term accreditation of six years. This accreditation is a confirmation to universities and colleges and among the high school community that Bell flower meets the rigorous Focus on Learning qualitative criteria and the California Department of Education standards of vision and leadership, academic standards and curricular paths, instruction and assessment, student support and resources, and school culture. Family and community support are an integral part of the school. The collaborative support of the Parent Teacher Student Association (PTSA), parent booster clubs, college and university partnerships, business associates, club organizations, and parent-school advisory committee provide extraordinary resources and decision-making opportunities where everyone works for the best interests of students.

One outstanding hallmark of Bellflower Middle/High School is a sense of school pride. Every day school spirit is reflected in the school colors of maroon and gold, the Buccaneer mascot, at school-sponsored events such as sporting events, theatre productions and musical performances, during assemblies and rallies, and at club and service organization meetings. This school spirit has endured throughout the years and is evident amongst our alumni and within the school community.

The mission of Bellflower Middle/High School is to provide the pathway for all students to attain the expertise and develop skills of academic excellence that will empower them to:

- Become lifelong active learners
- Demonstrate respect for themselves and others in a dynamic, diverse and global society
- Become responsible, informed, productive, independent and contributing citizens
- Perform successfully in their chosen field and in society

#### WE BELIEVE THAT

- Every student deserves to learn every day
- Positive relationships and a strong sense of community connect students to learning
- Teachers who challenge and care for students make a significant impact on students' lives
- We Build Futures will be achieved from every individual in our learning community

#### WE COMMIT TO

- Providing each student with an appropriate and challenging educational experience
- Maintaining a respectful environment that fosters learning through positive relationships among students, adults and our diverse community
- Hiring and retaining only the best educators and paraprofessionals while investing in their success
- Providing quality education based on high standards, effective practices, continuous improvement, and innovation.

We have outstanding teachers who accept the challenge to be the best they can be on a daily basis. Our teachers are facilitators of learning opportunities for students and want students to experience meaningful personal growth every day.

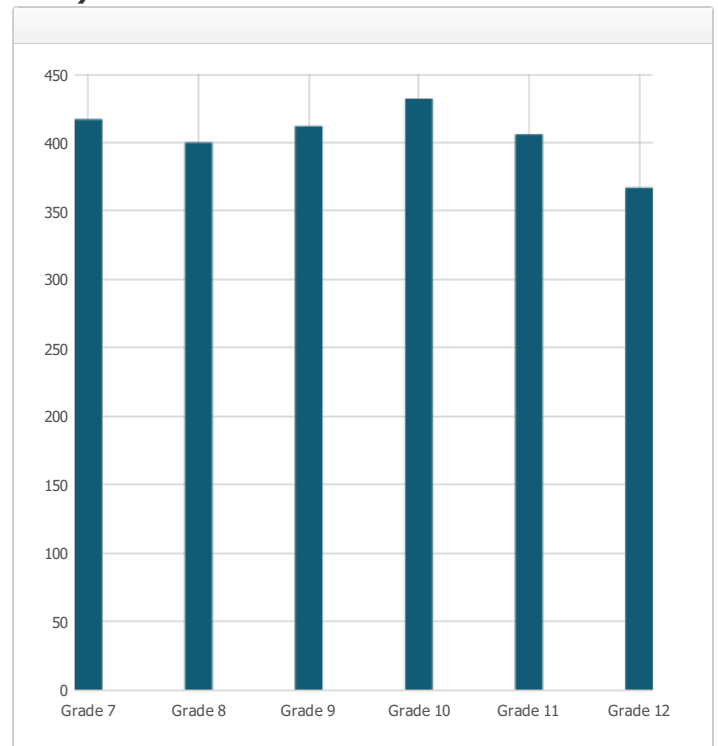
One of our goals is to create a school atmosphere of respect among administrators, teachers, support staff, students, parents, and community members. Through collaboration, positive relationships will develop within our school. These relationships will lead to an atmosphere where people feel appreciated, supported, and trusted. Mutual trust and respect brings out the best in people.

Finally, our major goal is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and are fully prepared to embrace the future. To achieve this goal, sometimes change is needed. Change is not something to fear, but should be viewed as an opportunity to grow and improve. Change should be a constant in a school that is growing and improving, like Bellflower Middle/High School.

*Last updated: 1/15/2020*

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

Grade Level	Number of Students
Grade 7	417
Grade 8	400
Grade 9	412
Grade 10	432
Grade 11	406
Grade 12	367
<b>Total Enrollment</b>	<b>2434</b>



Last updated: 1/10/2020

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

Student Group	Percent of Total Enrollment
Black or African American	10.10 %
American Indian or Alaska Native	0.50 %
Asian	2.30 %
Filipino	3.00 %
Hispanic or Latino	78.80 %
Native Hawaiian or Pacific Islander	0.50 %
White	3.30 %
Two or More Races	1.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.30 %
English Learners	19.90 %
Students with Disabilities	13.50 %
Foster Youth	0.90 %
Homeless	1.30 %

## A. Conditions of Learning

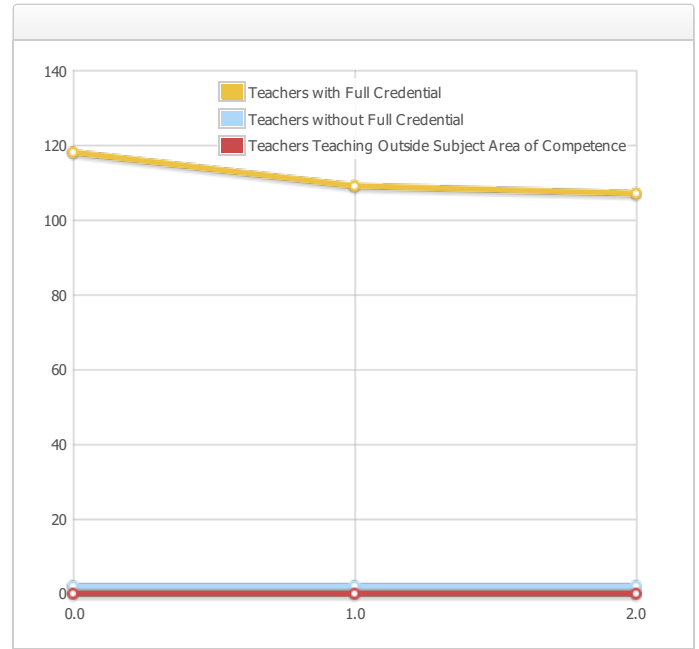
### State Priority: Basic

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

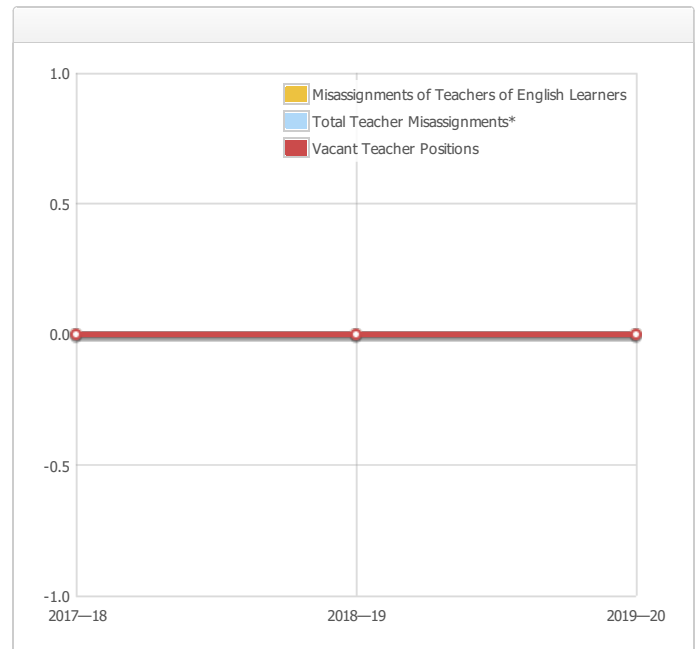
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	118	109	107	525
Without Full Credential	2	2	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2020

#### 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: 1/10/2020

## 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 - StudySync (6-12) Adopted 2017</p> <p>Bedford/St Martins - Language of Composition Adopted 2016</p> <p>Cengage Learning - Perrine's Literature Adopted 2010</p> <p>Bedford/St Martins - Literature of Composition Adopted 2015</p> <p>Houghton Mifflin - English 3D Adopted 2018</p>	Yes	0.00 %
Mathematics	<p>Houghton Mifflin - Go Math! (6-8) Adopted 2014</p> <p>Cengage - Big Ideas Integrated Math 1,2,3 Adopted 2018</p> <p>Pearson/Prentice Hall - Precalculus Adopted 2007</p> <p>Holt/McDougal - Calculus of a single variable Adopted 2007</p> <p>Cengage - Introduction to Statistics Adopted 2011</p> <p>VHPS Publishing - Practice of Statistics Adopted 2007</p> <p>Glencoe/McGraw Hill - Business Mathematics Adopted 2007</p>	Yes	0.00 %
Science	<p>CPO - Focus on Life Science Adopted 2006</p> <p>CPO - Focus on Physical Science Adopted 2006</p> <p>Holt/McDougal - Earth Science Adopted 2006</p> <p>Holt/McDougal - CA Biology Adopted 2006</p> <p>Pearson - CA Biology for AP Adopted 2006</p> <p>Pearson - CA Chemistry Adopted 2007</p> <p>McGraw Hill - Hole's Essentials Anatomy Adopted 2008</p> <p>McGraw Hill - CA Physics Principles/Problems Adopted 2007</p> <p>Pearson - Physics Principles/Applications AP Adopted 2010</p> <p>Holt/McDougal - Environmental Science Adopted 2007</p> <p>Bedford/St. Martin's - Environmental Sci AP Adopted 2013</p> <p>Pearson - Essential Oceanography Adopted 2006</p> <p>Cengage Learning - Forensic Science Adopted 2010</p>	Yes	0.00 %
History-Social Science	<p>Holt/McDougal - Medieval History Adopted 2006</p> <p>Holt/McDougal - US History to 1914 Adopted 2006</p> <p>Holt/McDougal - World Geography Adopted 2006</p> <p>Pearson - Geography, Cultural Landscape Adopted 2016</p> <p>Prentice Hall - World History: Modern World Adopted 2006</p> <p>McGraw Hill - World History: Traditions AP Adopted 2011</p> <p>Holt/McDougal - US History: The Americans Adopted 2006</p> <p>Holt/McDougal - The American Pageant AP Adopted 2009</p> <p>Prentice Hall - Government in America Adopted 2006</p> <p>Prentice Hall - American Government AP Adopted 2009</p> <p>Glencoe - Economic Principles Adopted 2006</p> <p>McGraw Hill - Economics / McConnell AP Adopted 2006</p> <p>Holt/McDougal - Psychology Adopted 2010</p> <p>Worth Publishers - Myer's Psychology AP Adopted 2013</p>	Yes	0.00 %
Foreign Language	<p>McGraw Hill - Asi se dice Adopted 2015</p> <p>Santillana - Yabisi 6 Adopted 2015</p> <p>McGraw Hill - El español para nosotros Adopted 2015</p> <p>Heinle &amp; Heinle - Cumbre Adopted 2016</p> <p>Wayside Publishing - Azulejo Adopted 2016</p> <p>Wayside Publishing - Triangulo Aprobado Adopted 2017</p> <p>Houghton Mifflin - Bien dit! Adopted 2015</p> <p>EMC - T'es branche 4 Adopted 2015</p> <p>EMC - Zhen Bang 3 Adopted 2015</p> <p>Cheng &amp; Tsui - Integrated Chinese Adopted 2015</p>	Yes	0.00 %
Health	<p>Glencoe - Health Adopted 2006</p>	Yes	0.00 %
Visual and Performing Arts	<p>Davis Publications - Visual Experience Adopted 2013</p>	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: 1/10/2020*



## 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 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/10/2020*

## 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)	52.0%	51.0%	50.0%	50.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	27.0%	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: 1/10/2020*

**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	1186	1155	97.39%	2.61%	51.13%
Male	607	588	96.87%	3.13%	45.66%
Female	579	567	97.93%	2.07%	56.79%
Black or African American	105	103	98.10%	1.90%	40.78%
American Indian or Alaska Native	--	--	--	--	
Asian	27	26	96.30%	3.70%	65.38%
Filipino	32	30	93.75%	6.25%	70.00%
Hispanic or Latino	944	922	97.67%	2.33%	51.25%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	41	38	92.68%	7.32%	50.00%
Two or More Races	17	16	94.12%	5.88%	31.25%
Socioeconomically Disadvantaged	1012	985	97.33%	2.67%	49.09%
English Learners	416	400	96.15%	3.85%	32.58%
Students with Disabilities	174	172	98.85%	1.15%	8.77%
Students Receiving Migrant Education Services					
Foster Youth	15	14	93.33%	6.67%	35.71%
Homeless	13	11	84.62%	15.38%	54.55%

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: 1/10/2020*

**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	1179	1161	98.47%	1.53%	27.39%
Male	602	588	97.67%	2.33%	26.87%
Female	577	573	99.31%	0.69%	27.92%
Black or African American	104	103	99.04%	0.96%	19.42%
American Indian or Alaska Native	--	--	--	--	
Asian	26	26	100.00%	0.00%	42.31%
Filipino	32	31	96.88%	3.12%	45.16%
Hispanic or Latino	940	928	98.72%	1.28%	27.26%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	41	39	95.12%	4.88%	28.21%
Two or More Races	17	15	88.24%	11.76%	33.33%
Socioeconomically Disadvantaged	1008	993	98.51%	1.49%	25.68%
English Learners	414	407	98.31%	1.69%	17.69%
Students with Disabilities	174	169	97.13%	2.87%	1.78%
Students Receiving Migrant Education Services					
Foster Youth	12	12	100.00%	0.00%	0.00%
Homeless	13	12	92.31%	7.69%	16.67%

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: 1/10/2020*

**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: 1/10/2020*

### 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: 1/29/2020*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	240
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/10/2020*

### 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	73.80%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	24.73%

# 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
7	22.50%	19.90%	28.20%
9	20.40%	23.20%	28.60%

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: 1/10/2020

## 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)

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. A coordinated effort between the community and the school provides a safe and nurturing environment for all students. Parents are leaders in decision-making in the PTSA, on the School Site Council, on the English Learner Advisory Committee, and as parent volunteers. In order to build public confidence, stakeholders can follow Bellflower Middle-High through our website, social media apps (Instagram, Twitter, and Facebook) and other forms of communication elicit active participation and support for school programs.

Bellflower Middle/High School offers the Parent Institute for Quality Education (PIQE) at our school each fall. There are many parent nights (Math Night, FASFA Night, College Night and many more) for parents to participate in.

### State Priority: Pupil Engagement

*Last updated: 1/10/2020*

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

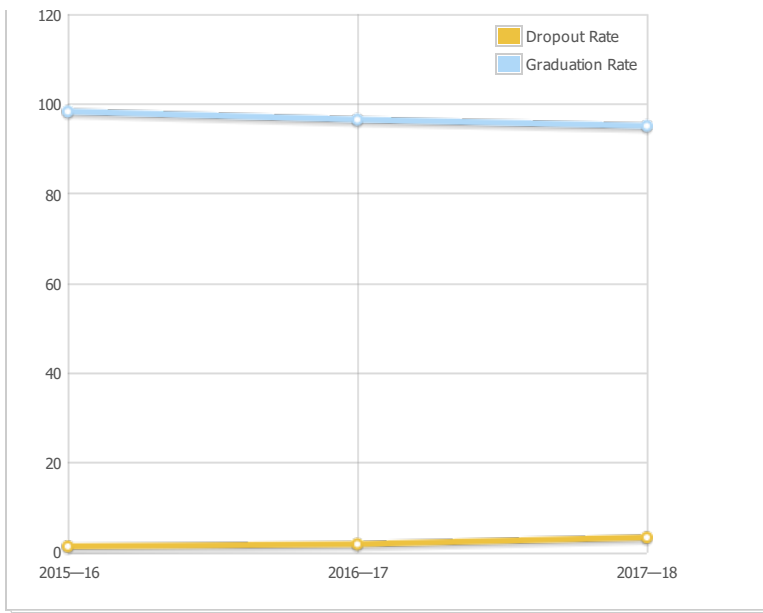
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	1.40%	5.40%	9.70%
Graduation Rate	98.30%	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	1.90%	3.40%	2.50%	3.20%	9.10%	9.60%
Graduation Rate	96.50%	95.10%	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: 1/10/2020*



# 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	8.90%	9.50%	9.00%	4.50%	4.80%	5.80%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.30%	0.50%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/10/2020*

## 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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	24.00	34	80	9
Mathematics	25.00	19	34	7
Science	27.00	18	40	32
Social Science	26.00	28	45	27

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	22.00	62	56	10
Mathematics	24.00	32	54	18
Science	27.00	20	37	29
Social Science	25.00	32	40	28

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	26.00	30	55	27
Mathematics	27.00	20	35	32
Science	28.00	15	38	31
Social Science	27.00	25	35	33

\* 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: 1/10/2020*

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

Title	Ratio**
Counselors*	347.70

\*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: 1/10/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	7.20
Other	0.70

\*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: 1/10/2020*

**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	\$10324.00	\$3516.00	\$6808.00	\$92360.00
District	N/A	N/A	\$10412.00	\$82468.00
Percent Difference – School Site and District	N/A	N/A	-41.86%	11.32%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-9.77%	11.85%

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.

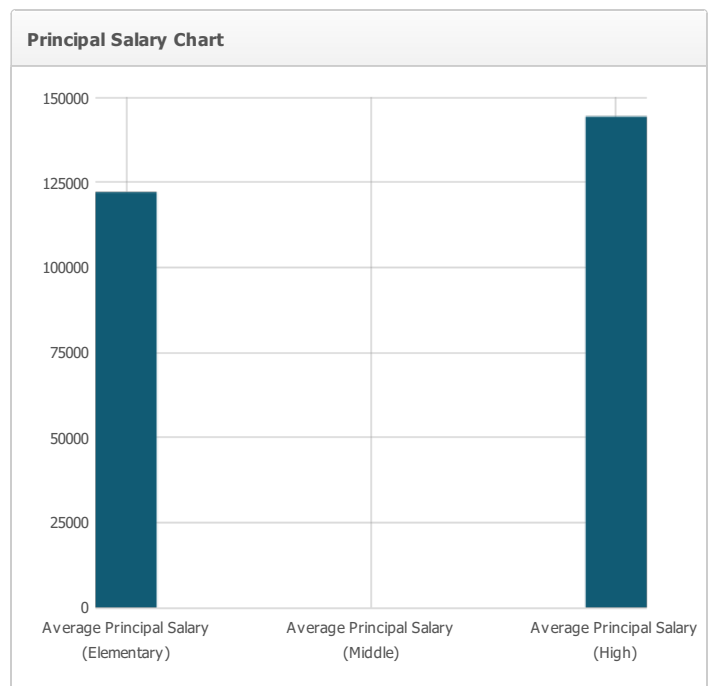
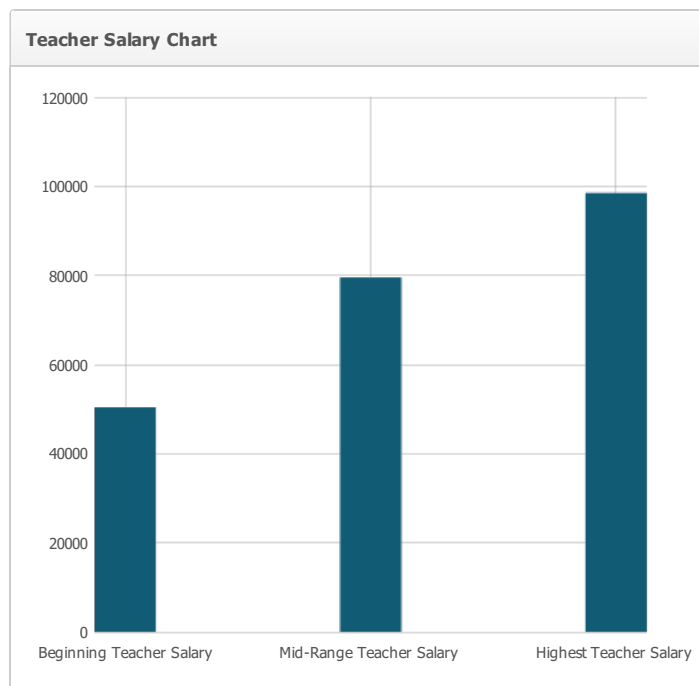
Title I funds are used to supplement the instructional program with evidence-based educational strategies aimed at closing the achievement gap and supporting the educational need of low-income, low achieving, and other designated students with special needs, in meeting the state's challenging state academic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

*Last updated: 1/10/2020*

## 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: 1/10/2020

**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	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	7	N/A
All Courses	18	13.10%

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

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

*Last updated: 1/10/2020*

**Professional Development**

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