

Mayfair 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.



Hillary Weissman

Principal, Mayfair High

About Our School

Welcome to the 2019-2020 school year. As your new principal, I am excited to work with all stakeholders to learn the culture, traditions, and essence that makes Mayfair special. I am certain that Mayfair will quickly begin to feel like a second home to me because of the warm welcome I have already received from the staff, students, and families of this community.

I have a passion for helping schools move forward to address the needs of their students as the world around us evolves with ever-increasing speed. Our students need to have multiple opportunities to prepare themselves for post-high school success. This will take the form of both college-bound and career-prep pathways that integrate the 21st century skills that our graduates need to achieve their dreams after Mayfair.

Mayfair has earned a reputation of academic excellence through the hard work of our students, teachers, parents, and staff. Mayfair is proud to support numerous challenging academic courses, an outstanding athletic program, second-to-none visual and performing arts programs and various school clubs for students. With nearly 3000 students and 200 staff members, Mayfair can seem daunting, but I assure you that everyone is welcome and that all students can find their place here.

At Mayfair we believe that it is important for our students to be connected to school through positive relationships and a strong sense of community. I believe that every student can learn and be successful if provided the right supports and opportunities. Our teachers and staff are committed to providing all students with an appropriate and challenging educational experience in a respectful environment that fosters learning and growth.

When we take the time to strategically plan, forge positive relationships, celebrate our achievements, and look to build on our past success, we can foster a learning environment where our entire Mayfair community thrives. Mayfair Middle/High School is a place where exceptional teaching and learning is the norm. I am truly honored to be a part of the Monsoon Community.

Have a great school year!

Contact

Mayfair High
6000 N. Woodruff Ave.
Lakewood, CA 90713

Phone: 562-925-9981
Email: hilaryweissman@busd.k12.ca.us

About This School

Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
School Name	Mayfair High
Street	6000 N. Woodruff Ave.
City, State, Zip	Lakewood, Ca, 90713
Phone Number	562-925-9981
Principal	Hillary Weissman
Email Address	hillaryweissman@busd.k12.ca.us
County-District-School (CDS) Code	19643031935618

Last updated: 1/10/2020

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

Mayfair's currently serves 2,843 students in grades seven through twelve. Mayfair's mission supports a challenging curriculum, which supports our "Monsoon Motto." Our motto describes what students will know and be able to do upon graduation from high school:

1. Think Critically and Independently
2. Achieve Maximum Potential
3. Demonstrate a Responsible and Ethical Behavior
4. Communicate Effectively
5. Contribute to Society

Our comprehensive, standards-aligned instructional program ensures that all students are connected to Mayfair in meaningful ways through academic programs, extra-curricular activities and curricular paths that enable them to achieve their post-secondary endeavors of higher education or success in the workplace or armed forces.

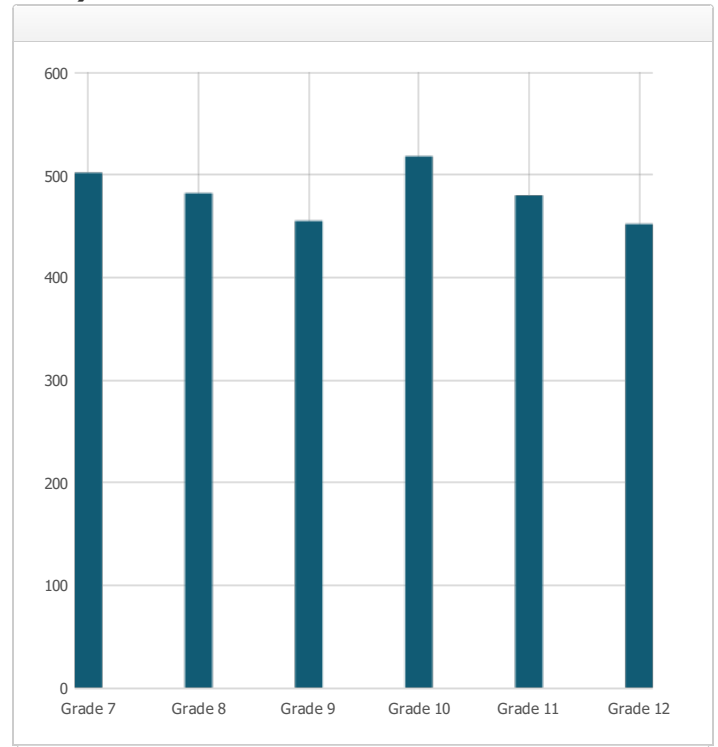
The Western Association of Schools and Colleges (WASC) and the California Department of Education (CDE) granted Mayfair a full-term accreditation, confirming to colleges and universities and the general public that Mayfair meets rigorous qualitative criteria. Our focus on student success is evidenced in our organizational structure. Mayfair Middle/High school is organized into Professional Learning Communities which allows collaboration between core teachers focused on a cohort of students. Professional Learning Teams, or PLT's, are where teachers collaborate weekly to share best practices, analyze data, and focus on student success. In April of 2017 the WASC team visited for a one day mid-cycle review and reaffirmed the six year accreditation.

Our vision includes parents and the community as an integral part of the educational process. The Mayfair family includes active partnerships between staff, students, parents and the community, which provides an environment that supports the best interests of all students. The collaborative assistance of Mayfair booster clubs, the Parent Teacher Student Association (PTSA), business partners and the community provide many enrichment programs for our students. Mayfair has a tremendous culture of school spirit which is a reflection of our students' pride in their school, community and themselves. We believe that every student deserves to learn every day, that positive relationships and a strong sense of community connect students to learning, that teachers who challenge and care for students make a significant impact on their lives, and that a standard of excellence will be achieved from every individual in our learning community.

Last updated: 1/15/2020

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

Grade Level	Number of Students
Grade 7	502
Grade 8	482
Grade 9	455
Grade 10	518
Grade 11	480
Grade 12	452
Total Enrollment	2889



Last updated: 1/10/2020

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

Student Group	Percent of Total Enrollment
Black or African American	15.10 %
American Indian or Alaska Native	0.30 %
Asian	4.80 %
Filipino	6.10 %
Hispanic or Latino	53.40 %
Native Hawaiian or Pacific Islander	1.20 %
White	15.00 %
Two or More Races	3.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	58.40 %
English Learners	7.20 %
Students with Disabilities	13.30 %
Foster Youth	0.50 %
Homeless	0.80 %

A. Conditions of Learning

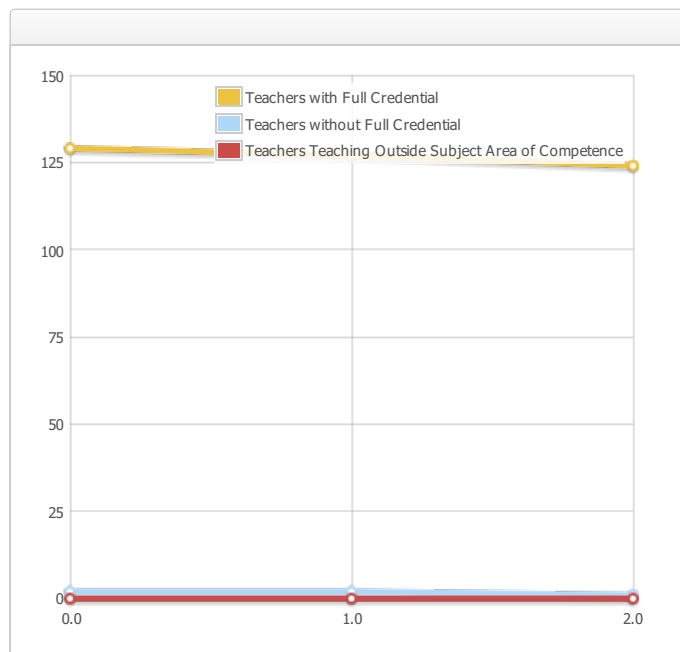
State Priority: Basic

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

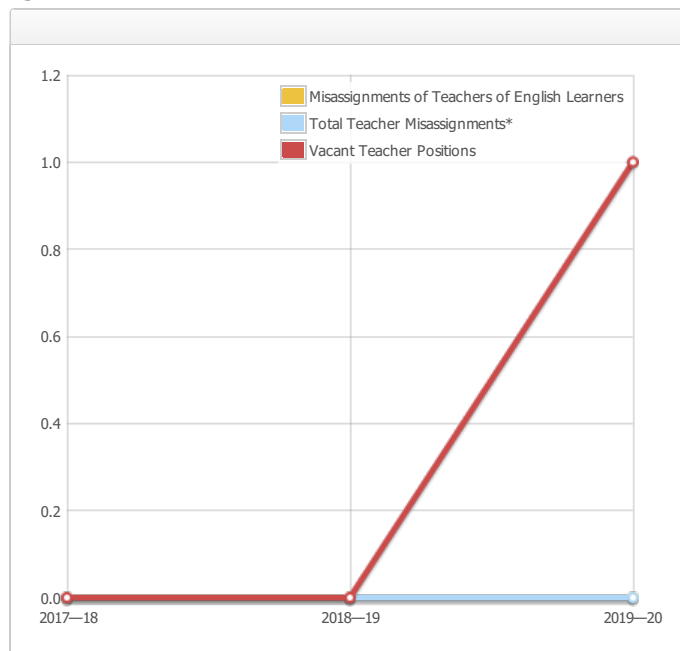
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	129	127	124	525
Without Full Credential	2	2	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1



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	McGraw-Hill - StudySync (6-12) Adopted 2017 Bedford/St Martins - Language of Composition Adopted 2016 Cengage Learning - Perrine's Literature Adopted 2010 Bedford/St Martins - Literature of Composition Adopted 2015 Houghton Mifflin - English 3D Adopted 2018	Yes	0.00 %
Mathematics	Houghton Mifflin - Go Math! (6-8) Adopted 2014 Cengage - Big Ideas Integrated Math 1,2,3 Adopted 2018 Pearson/Prentice Hall - Precalculus Adopted 2007 Holt/McDougal - Calculus of a single variable Adopted 2007 Cengage - Introduction to Statistics Adopted 2011 VHPS Publishing - Practice of Statistics Adopted 2007 Glencoe/McGraw Hill - Business Mathematics Adopted 2007	Yes	0.00 %
Science	CPO - Focus on Life Science Adopted 2006 CPO - Focus on Physical Science Adopted 2006 Holt/McDougal - Earth Science Adopted 2006 Holt/McDougal - CA Biology Adopted 2006 Pearson - CA Biology for AP Adopted 2006 Pearson - CA Chemistry Adopted 2007 McGraw Hill - Hole's Essentials Anatomy Adopted 2008 McGraw Hill - CA Physics Principles/Problems Adopted 2007 Pearson - Physics Principles/Applications AP Adopted 2010 Holt/McDougal - Environmental Science Adopted 2007 Bedford/St. Martin's - Environmental Sci AP Adopted 2013 Pearson - Essential Oceanography Adopted 2006 Cengage Learning - Forensic Science Adopted 2010	Yes	0.00 %
History-Social Science	Holt/McDougal - Medieval History Adopted 2006 Holt/McDougal - US History to 1914 Adopted 2006 Holt/McDougal - World Geography Adopted 2006 Pearson - Geography, Cultural Landscape Adopted 2016 Prentice Hall - World History: Modern World Adopted 2006 McGraw Hill - World History: Traditions AP Adopted 2011 Holt/McDougal - US History: The Americans Adopted 2006 Holt/McDougal - The American Pageant AP Adopted 2009 Prentice Hall - Government in America Adopted 2006 Prentice Hall - American Government AP Adopted 2009 Glencoe - Economic Principles Adopted 2006 McGraw Hill - Economics / McConnell AP Adopted 2006 Holt/McDougal - Psychology Adopted 2010 Worth Publishers - Myer's Psychology AP Adopted 2013	Yes	0.00 %
Foreign Language	McGraw Hill - Asi se dice Adopted 2015 Santillana - Yabisi 6 Adopted 2015 McGraw Hill - El español para nosotros Adopted 2015 Heinle & Heinle - Cumbre Adopted 2016 Wayside Publishing - Azulejo Adopted 2016 Wayside Publishing - Triangulo Aprobado Adopted 2017 Houghton Mifflin - Bien dit! Adopted 2015 EMC - T'es branche 4 Adopted 2015 EMC - Zhen Bang 3 Adopted 2015 Cheng & Tsui - Integrated Chinese Adopted 2015	Yes	0.00 %
Health	Glencoe - Health Adopted 2006	Yes	0.00 %
Visual and Performing Arts	Davis Publications - Visual Experience Adopted 2013	Yes	0.0 %
Science Lab Eqmpt (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, snack break, and lunch. A wrought iron fence encloses the boundaries of the school and all gates are locked during the school day to ensure a safe campus. Gates that are open in the morning are supervised by staff to provide a welcome and safe environment. 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 cleaned every afternoon to be open and operational for the next school day.

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

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

Last updated: 1/15/2020

School Facility Good Repair Status

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

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

Overall Facility Rate

Year and month of the most recent FIT report: August 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)	56.0%	58.0%	50.0%	50.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	30.0%	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	1424	1403	98.53%	1.47%	57.80%
Male	719	708	98.47%	1.53%	51.27%
Female	705	695	98.58%	1.42%	64.46%
Black or African American	220	218	99.09%	0.91%	45.41%
American Indian or Alaska Native	--	--	--	--	
Asian	61	61	100.00%	0.00%	80.33%
Filipino	90	89	98.89%	1.11%	78.65%
Hispanic or Latino	769	757	98.44%	1.56%	54.43%
Native Hawaiian or Pacific Islander	21	19	90.48%	9.52%	42.11%
White	203	199	98.03%	1.97%	65.83%
Two or More Races	55	55	100.00%	0.00%	70.91%
Socioeconomically Disadvantaged	899	885	98.44%	1.56%	52.43%
English Learners	253	245	96.84%	3.16%	44.90%
Students with Disabilities	183	171	93.44%	6.56%	19.30%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	16	16	100.00%	0.00%	31.25%

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	1423	1402	98.52%	1.48%	29.52%
Male	718	708	98.61%	1.39%	28.61%
Female	705	694	98.44%	1.56%	30.45%
Black or African American	219	218	99.54%	0.46%	17.59%
American Indian or Alaska Native	--	--	--	--	
Asian	61	61	100.00%	0.00%	59.02%
Filipino	90	89	98.89%	1.11%	56.18%
Hispanic or Latino	769	756	98.31%	1.69%	23.28%
Native Hawaiian or Pacific Islander	21	19	90.48%	9.52%	11.11%
White	203	199	98.03%	1.97%	44.72%
Two or More Races	55	55	100.00%	0.00%	34.55%
Socioeconomically Disadvantaged	898	884	98.44%	1.56%	23.58%
English Learners	253	246	97.23%	2.77%	19.11%
Students with Disabilities	183	171	93.44%	6.56%	4.09%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	16	16	100.00%	0.00%	6.25%

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	322
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.00%
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	78.90%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	40.66%

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	23.10%	18.30%	34.30%
9	25.50%	13.00%	41.60%

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 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. Parent Town halls held each semester in the evening to allow parent voices to be heard and for the principal to connect with the community. Mayfair provides opportunities for parent education such as the PIQE Program as means for parents to be active participants in their students' educational journey by learning about graduation and college requirements. In order to build public confidence, quarterly School News articles, special bulletins, flyers, and other forms of written and oral communication elicit active participation and support for school programs. Spring 2020 will see the digital publishing of a weekly parent newsletter.

State Priority: Pupil Engagement

Last updated: 1/10/2020

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

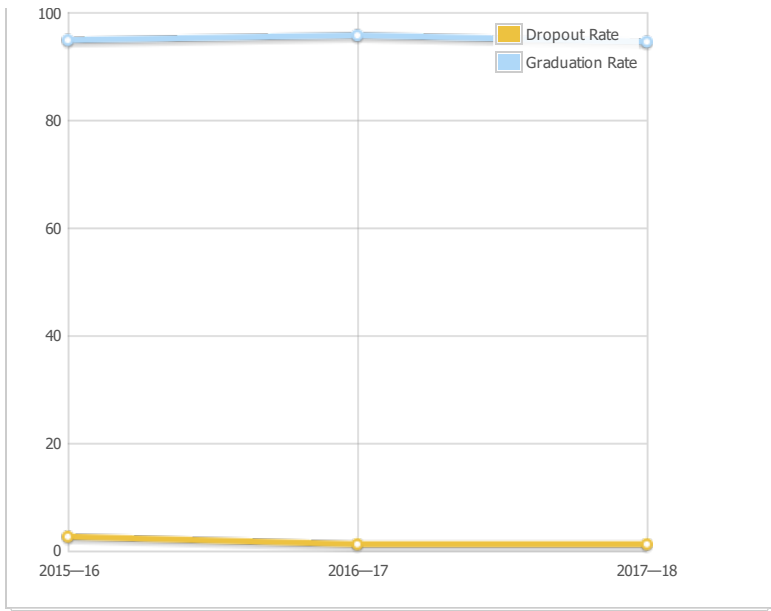
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	2.60%	5.40%	9.70%
Graduation Rate	94.80%	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	1.20%	1.20%	2.50%	3.20%	9.10%	9.60%
Graduation Rate	95.70%	94.50%	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	7.40%	7.10%	12.50%	4.50%	4.80%	5.80%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.00%	0.20%	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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	32	42	42
Mathematics	27.00	18	23	23
Science	29.00	13	38	40
Social Science	30.00	17	34	52

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	39	31	45
Mathematics	27.00	22	44	34
Science	29.00	16	28	46
Social Science	29.00	20	27	53

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	33	32	47
Mathematics	28.00	24	32	42
Science	29.00	17	30	44
Social Science	30.00	18	29	54

* 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*	412.70

*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	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.40
Other	1.00

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

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	\$9216.00	\$3272.00	\$5944.00	\$90722.00
District	N/A	N/A	\$10412.00	\$82468.00
Percent Difference – School Site and District	N/A	N/A	-54.64%	9.53%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-23.23%	10.06%

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

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018–19)

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

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

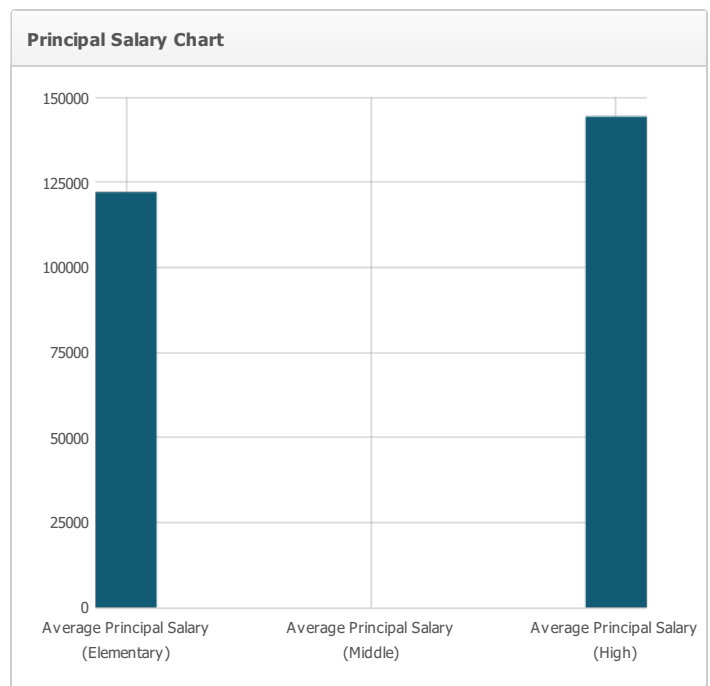
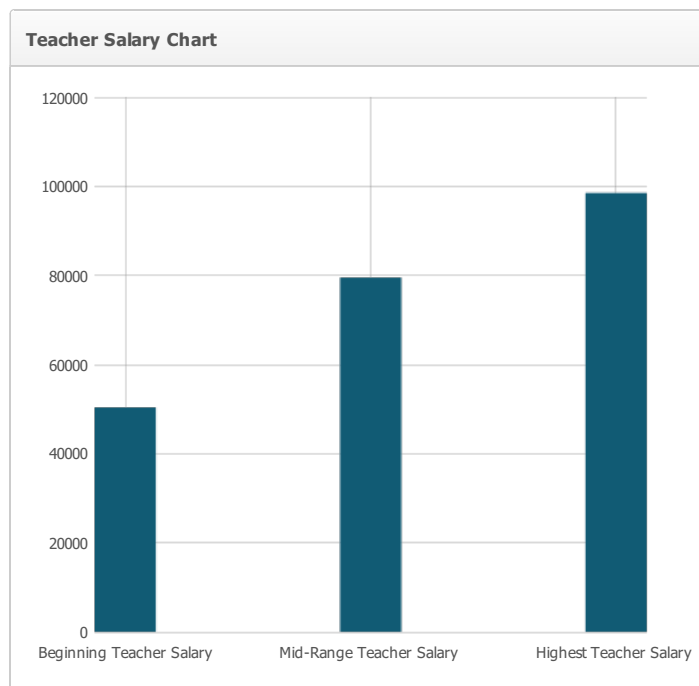
Local Control Funding Formula (LCFF) money supports students as detailed in the district's Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district's educational community.

Last updated: 1/10/2020

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	4	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	12	N/A
All Courses	30	12.40%

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