

Stephen Foster Elementary

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.



Claudia Castillo, Principal

Principal, Stephen Foster Elementary

About Our School

Welcome to Stephen Foster Elementary here in the wonderful city of Lakewood. I am Claudia Castillo the principal for Stephen Foster.

Here at Stephen Foster we will continue to exhibit the Bellflower Unified School District's goal of "We Build Future": Foster has and will relentlessly maintain high expectations in achieving excellence, academically and socially. Students are expected to model behavioral expectations with our school wide Positive Behavior Intervention Support also known as PBIS:

Be Prepared
Own your Actions
Lead with Character
Treat others with respect
Strive for excellence

Our school will continue on the trajectory of academic success with highly dedicated and qualified certificated and classified personnel. The goal has and will always be, to put students first while fostering their full potential. It is my pleasure to serve as the principal for the Stephen Foster school community!!!!

Contact

*Stephen Foster Elementary
5223 East Bigelow St.
Lakewood, CA 90712-2023*

*Phone: 562-804-6518
Email: claudiacastillo@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 | Stephen Foster Elementary |
| Street | 5223 East Bigelow St. |
| City, State, Zip | Lakewood, Ca, 90712-2023 |
| Phone Number | 562-804-6518 |
| Principal | Claudia Castillo, Principal |
| Email Address | claudiacastillo@busd.k12.ca.us |
| County-District-School (CDS) Code | 19643036011704 |

Last updated: 1/10/2020

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

Stephen Foster Elementary has served the community of Lakewood as part of the Bellflower Unified School District for over sixty-five years. 657 students attend our school and bring with them a variety of experiences and cultural backgrounds. Recently the percent of students with special needs that we serve has increased which poses both a challenge and opportunity. Although 15% of our population are students with special needs, we are proud that this population of students has a positive trend of increased success on the State ELA assessment. Our diversity helps our students understand different perspectives which supports them as they become well rounded citizens.

Historically, Stephen Foster enjoys strong ties with the local community and maintains school traditions. The school and local community participates in special events such as a Veterans Day, Grandparents Day, Family Reading and Math Nights, Family Movie Nights, Trunk or Treat, PTA Red Ribbon, and the Stephen Foster Talent Show. This consistency and focus on maintaining these traditions are key factors to the inclusive and positive school climate and culture that students, teachers, parents, and the community feel when visiting our school.

Our students are active learners who strive to attain or exceed all appropriate grade level district standards and are prepared to reach their full potential. We support all students in this bold endeavor by differentiating instruction and using a variety of instructional strategies including Direct Interactive Instruction to meet the needs of all learners. Technology permeates the curriculum and is used to provide response to intervention and extend their learning. Strong support systems promote success for both at-risk and high achieving students. GATE students are provided with extended learning experiences after school with topics as diverse as culinary workshops, environmental engineering, NASA, graphic design, coding, and robotics. Learning is further extended for all students through special learning opportunities including Gold Rush Days, Revolutionary War Reenactment, and historic wax museums. As fine arts has always been an important tradition at Stephen Foster, opportunities for students to study and recreate the work of various artists through the Meet the Masters program and for 5th and 6th grade students to participate in band and chorus are provided annually.

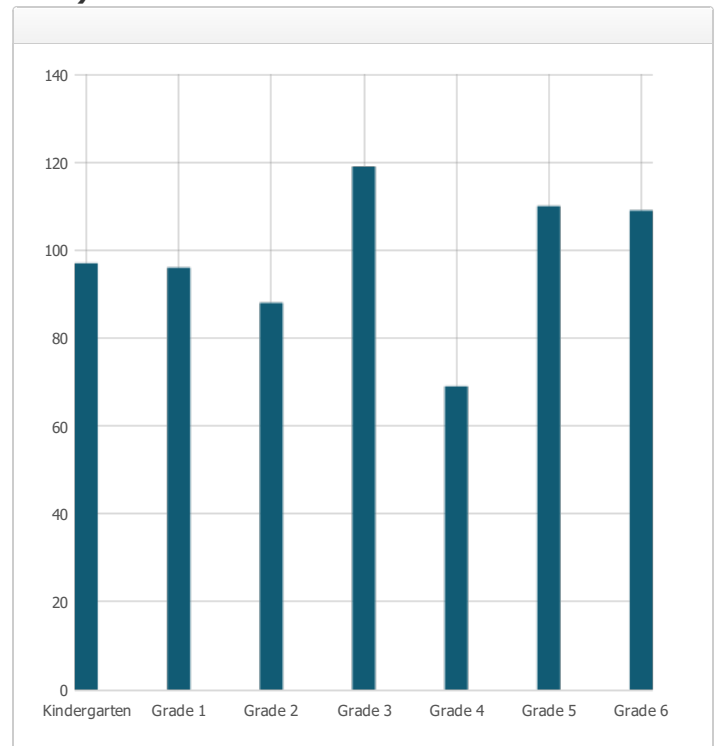
Our school wide Positive Behavior Intervention Support program helps students meet the expected model behavioral expectations of being Stephen Foster BOLTS: Be Prepared, Own your Actions, Lead with Character, Treat others with respect, and Strive for excellence. These expectations are recited in our daily flag salute during morning assembly, and we recognize students for these expectations in our Student of the Month assembly. Our students have multiple opportunities to engage in character-building activities such as conflict mediators and serving as Student Council members or officers as well as opportunities to build their social skills through participating in our Social Skill of the Week, Kindness Challenge, and Anti Bullying activities. To further support student success and learning, our school community has also adopted a Growth Mindset which helps students understand that they may not be successful YET, but with hard work and dedication they can reach their goals. Implementation of these programs help students develop social skills, problem solving skills, resiliency, and the art of responsibility and commitment.

Stephen Foster has been the recipient of 4 awards in the past including California Distinguished School in 1989, 2000, 2004, and 2020 as well as the Blue Ribbon Award in 2001. These awards have given our school the motivation and a high level of expectation for student success.

Last updated: 1/28/2020

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 97 |
| Grade 1 | 96 |
| Grade 2 | 88 |
| Grade 3 | 119 |
| Grade 4 | 69 |
| Grade 5 | 110 |
| Grade 6 | 109 |
| Total Enrollment | 688 |



Last updated: 1/10/2020

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9.30 % |
| American Indian or Alaska Native | 0.60 % |
| Asian | 6.80 % |
| Filipino | 6.30 % |
| Hispanic or Latino | 53.20 % |
| Native Hawaiian or Pacific Islander | 1.00 % |
| White | 19.20 % |
| Two or More Races | 3.20 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 46.40 % |
| English Learners | 6.30 % |
| Students with Disabilities | 13.70 % |
| Foster Youth | 1.00 % |
| Homeless | 0.10 % |

A. Conditions of Learning

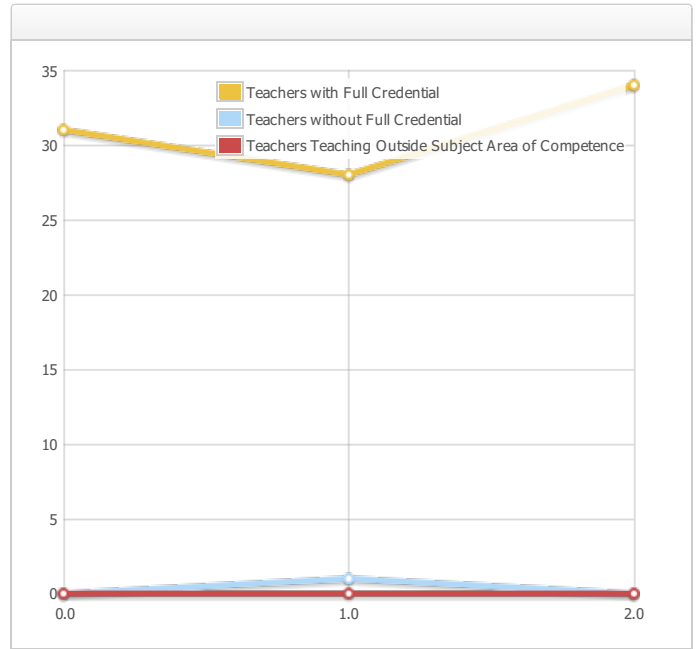
State Priority: Basic

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 | 31 | 28 | 34 | 525 |
| Without Full Credential | 0 | 1 | 0 | 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 | McGraw-Hill - World of Wonders (PK-TK) Adopted 2017 McGraw-Hill - Reading Wonders (K-5) Adopted 2017 McGraw-Hill - StudySync (6-12) Adopted 2017 | Yes | 0.00 % |
| Mathematics | Great Minds -Eureka Math (TK-5) Adopted 2014 Houghton Mifflin - Go Math! (6-8) Adopted 2014 | Yes | 0.00 % |
| Science | Houghton Mifflin - CA Science (K-6) | Yes | 0.00 % |
| History-Social Science | Houghton Mifflin Harcourt – Reflections (K-6) | Yes | 0.00 % |
| Foreign Language | | | 0.00 % |
| Health | HM Harcourt - CA Health/Fitness (K-6) | Yes | 0.00 % |
| Visual and Performing Arts | Davis Publications –Visual Experience Adopted 2013 | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/10/2020

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, recess, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a "No Trash" policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational.

The campus has recently upgraded the teaching technology in each classroom. Students have regular access to wired and mobile computer labs. Each classroom has a 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: 1/10/2020

School Facility Good Repair Status

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

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

Overall Facility Rate

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

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

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) | 62.0% | 65.0% | 50.0% | 50.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 48.0% | 45.0% | 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 | 383 | 381 | 99.48% | 0.52% | 64.57% |
| Male | 212 | 211 | 99.53% | 0.47% | 64.45% |
| Female | 171 | 170 | 99.42% | 0.58% | 64.71% |
| Black or African American | 38 | 37 | 97.37% | 2.63% | 59.46% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 26 | 26 | 100.00% | 0.00% | 88.46% |
| Filipino | 17 | 16 | 94.12% | 5.88% | 75.00% |
| Hispanic or Latino | 196 | 196 | 100.00% | 0.00% | 59.18% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 81 | 81 | 100.00% | 0.00% | 65.43% |
| Two or More Races | 20 | 20 | 100.00% | 0.00% | 85.00% |
| Socioeconomically Disadvantaged | 180 | 179 | 99.44% | 0.56% | 54.75% |
| English Learners | 47 | 47 | 100.00% | 0.00% | 68.09% |
| Students with Disabilities | 47 | 45 | 95.74% | 4.26% | 35.56% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2020

**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 | 383 | 381 | 99.48% | 0.52% | 45.41% |
| Male | 212 | 211 | 99.53% | 0.47% | 49.29% |
| Female | 171 | 170 | 99.42% | 0.58% | 40.59% |
| Black or African American | 38 | 37 | 97.37% | 2.63% | 37.84% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 26 | 26 | 100.00% | 0.00% | 73.08% |
| Filipino | 17 | 16 | 94.12% | 5.88% | 62.50% |
| Hispanic or Latino | 196 | 196 | 100.00% | 0.00% | 39.80% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 81 | 81 | 100.00% | 0.00% | 46.91% |
| Two or More Races | 20 | 20 | 100.00% | 0.00% | 60.00% |
| Socioeconomically Disadvantaged | 180 | 179 | 99.44% | 0.56% | 34.08% |
| English Learners | 47 | 47 | 100.00% | 0.00% | 53.19% |
| Students with Disabilities | 47 | 45 | 95.74% | 4.26% | 13.33% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2020

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 5 | 13.80% | 23.90% | 21.10% |

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. All family members are encouraged to attend our daily flag ceremony at the beginning of each school day. There we make important announcements and recognize students' efforts and achievements. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee, and as parent volunteers. In order to build public confidence, monthly newsletters, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs. Parents can also find updated information on our school website.

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

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 | 2.10% | 1.80% | 0.40% | 4.50% | 4.80% | 5.80% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.20% | 0.10% | 0.10% | 0.10% |

Last updated: 1/10/2020

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 (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 | 21.00 | 2 | 4 | |
| 1 | 21.00 | 1 | 4 | |
| 2 | 20.00 | 3 | 1 | |
| 3 | 24.00 | | 4 | |
| 4 | 33.00 | | 2 | 1 |
| 5 | 34.00 | | | 3 |
| 6 | 22.00 | 2 | 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 | 21.00 | 1 | 5 | |
| 1 | 23.00 | | 4 | |
| 2 | 22.00 | 1 | 4 | |
| 3 | 24.00 | | 3 | |
| 4 | 33.00 | | | 3 |
| 5 | 32.00 | | 2 | 1 |
| 6 | 25.00 | 2 | 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 (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 21.00 | 1 | 4 | |
| 1 | 23.00 | | 4 | |
| 2 | 22.00 | | 4 | |
| 3 | 23.00 | | 5 | |
| 4 | 25.00 | 1 | 1 | 1 |
| 5 | 33.00 | | | 3 |
| 6 | 24.00 | 2 | 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.

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

| Title | Ratio** |
|-------------|---------|
| Counselors* | 0 |

*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) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.00 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.00 |
| Other | |

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

Last updated: 1/10/2020

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 | \$8112.00 | \$3239.00 | \$4873.00 | \$78231.00 |
| District | N/A | N/A | \$10412.00 | \$82468.00 |
| Percent Difference – School Site and District | N/A | N/A | -72.47% | -5.27% |
| State | N/A | N/A | \$7506.64 | \$82031.00 |
| Percent Difference – School Site and State | N/A | N/A | -42.54% | -4.74% |

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.

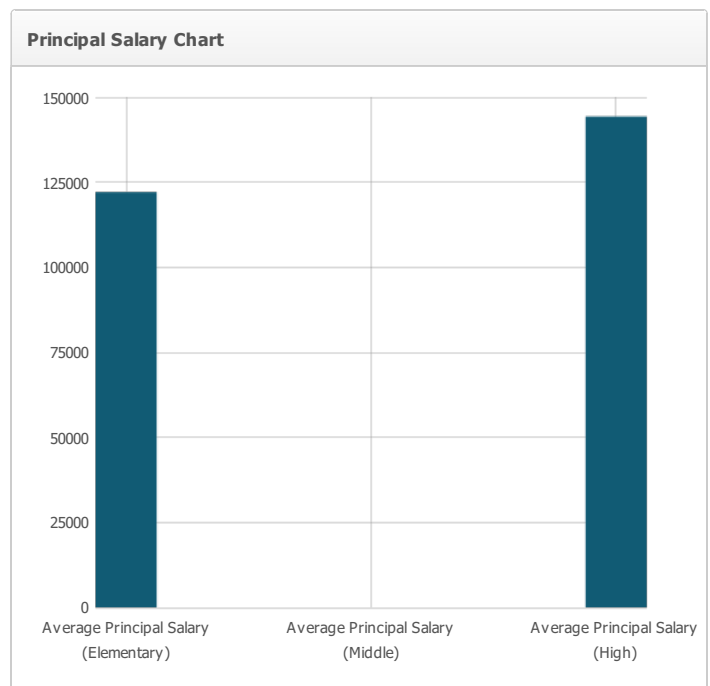
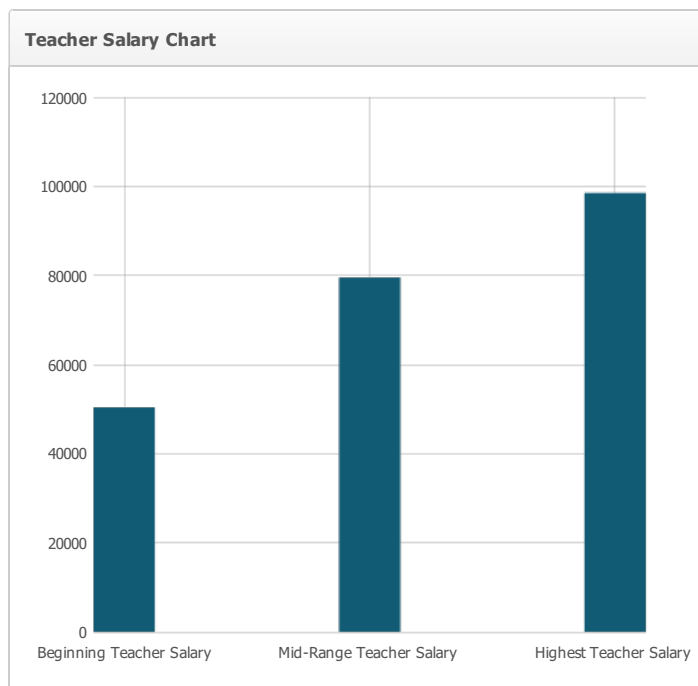
Local Control Funding Formula (LCFF) money supports students as detailed in the district's Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district's educational community.

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

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |