

Mayfair High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mrs. Julie Stanley, Principal

📍 Principal, Mayfair High

About Our School

Welcome to the 2018-2019 school year. It is with great pride and excitement that I write this letter to you as the Principal of Mayfair Middle/ High School. I am excited and honored to have the opportunity to lead a school with such a rich tradition both in and out of the classroom.

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. We encourage you to experience our school culture, one that is focused on providing students with the academic and social resources that will prepare them to achieve their post-secondary goals.

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 continue to build on our successful foundation, 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 North Woodruff Ave.
Lakewood, CA 90713-1124

Phone: 562-925-9981
E-mail: jaadams@busd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Bellflower Unified
Phone Number	(562) 866-9011
Superintendent	Tracy McSparren
E-mail Address	tmcsparren@busd.k12.ca.us
Web Site	http://www.busd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Mayfair High
Street	6000 North Woodruff Ave.
City, State, Zip	Lakewood, Ca, 90713-1124
Phone Number	562-925-9981
Principal	Mrs. Julie Stanley, Principal
E-mail Address	jaadams@busd.k12.ca.us
Web Site	http://www.mayfairmonsoons.org
County-District-School (CDS) Code	19643031935618

Last updated: 1/15/2019

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

Mayfair's campus consists of a middle school and high school that services students in grades seven through twelve. Mayfair currently serves 2,857 students. 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.

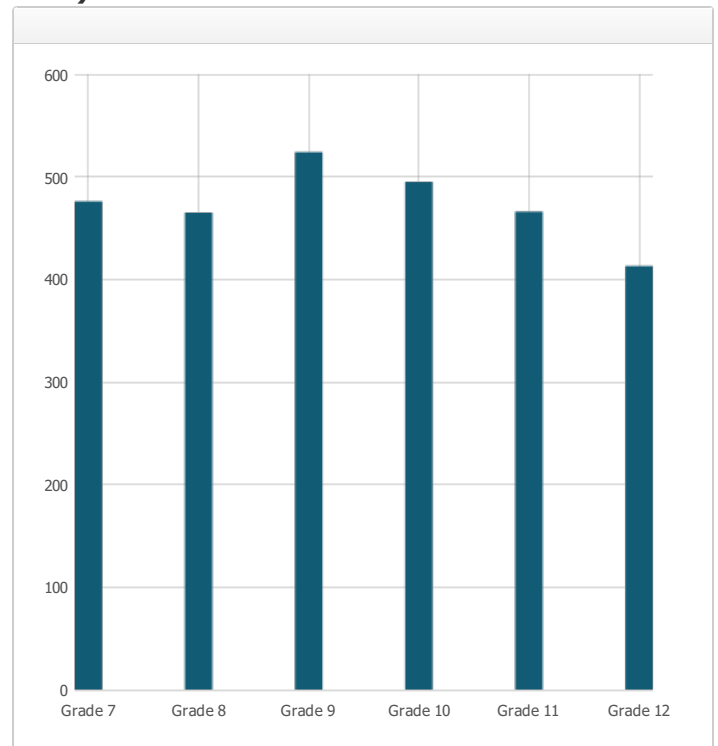
The Western Association of Schools and Colleges (WASC) and the California Department of Education (CDE) granted Mayfair a full-term accreditation, confirming to colleges and universities and the general public that Mayfair meets rigorous qualitative criteria. Our focus on student success is evidenced 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; nothing less, will be achieved from every individual in our learning community.

Last updated: 1/28/2019

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

Grade Level	Number of Students
Grade 7	476
Grade 8	465
Grade 9	524
Grade 10	495
Grade 11	466
Grade 12	413
Total Enrollment	2839



Last updated: 1/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	14.2 %
American Indian or Alaska Native	0.2 %
Asian	5.5 %
Filipino	6.3 %
Hispanic or Latino	53.4 %
Native Hawaiian or Pacific Islander	1.0 %
White	15.1 %
Two or More Races	4.0 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.1 %
English Learners	7.7 %
Students with Disabilities	12.8 %
Foster Youth	0.7 %

A. Conditions of Learning

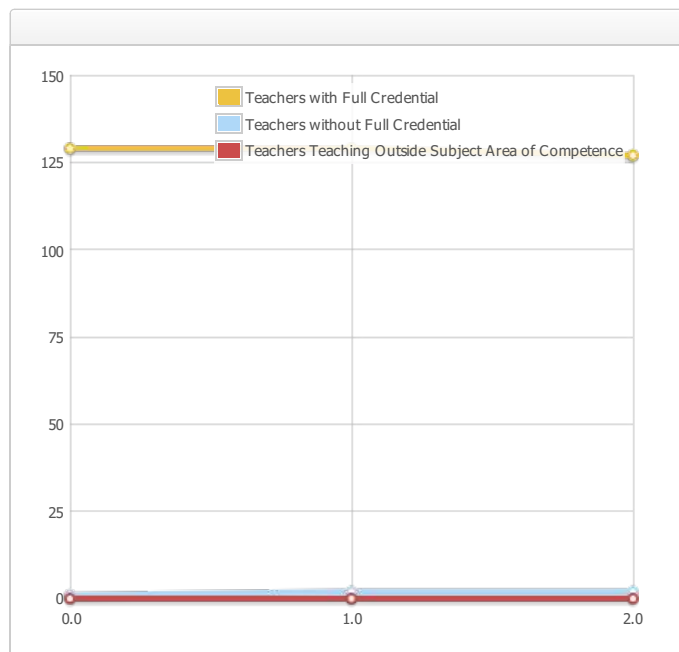
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

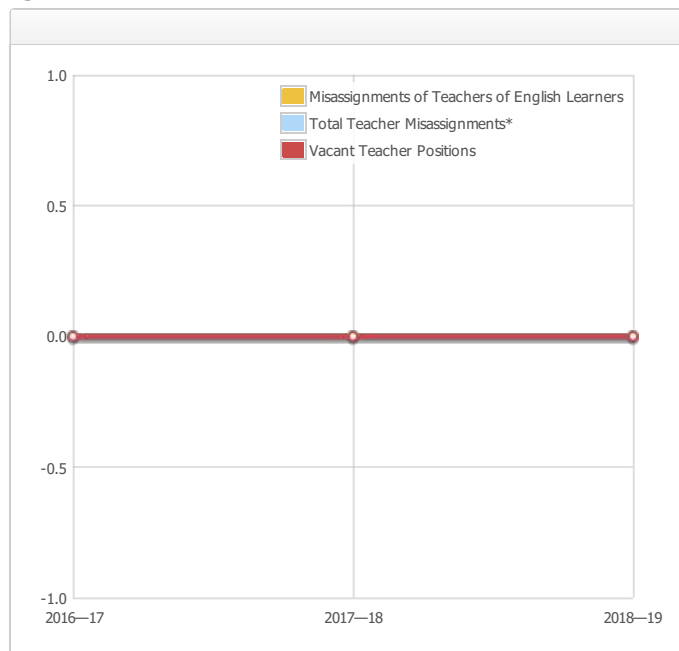
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	129	129	127	564
Without Full Credential	1	2	2	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw-Hill Education - ELA/ELD - StudySync 2017 (Adopted Year 2017)</p> <p>Bedford/St Martins – Language of Composition –2nd Edition 2013 (11AP) MHS</p> <p>Bedford/St Martins – Literature of Composition – 1st Edition 2011 (12AP) MHS</p>	Yes	0.0 %
Mathematics	<p>Houghton Mifflin – Go Math! Middle School Grade 7, Accel. Gr. 7 & Gr. 8 2015</p> <p>BUSD Integrated Math 1,2,3 - Cengage Big Ideas 2016</p> <p>Pearson/Prentice Hall – Math Analysis – Precalculus 8th Edition 2008 (11-12)</p> <p>Holt/McDougal – Calculus of a single variable – 8th Edition 2006 (AP)</p> <p>Cengage Learning – Introduction to Probability & Statistics 2009</p> <p>VHPS Publishing – Practice of Statistics 2008 (AP)</p> <p>Glencoe/McGraw Hill – Business Mathematics with Applications 2007 (11-12)</p>	Yes	0.0 %
Science	<p>CPO – Focus on Life Science 2007 (7)</p> <p>CPO – Focus on Physical Science 2007 (8)</p> <p>Holt/McDougal – Earth Science – Cave 2007 (9)</p> <p>Holt/McDougal – CA Biology – Baby Alligator w/shell 2007 (10-12)</p> <p>Holt/McDougal – CA Survey of Biology – Cheetah 2008 (10)</p> <p>Holt/McDougal – CA Modern Biology – Owl 2007 (Honors)</p> <p>Pearson/Prentice Hall – Biology/Campbell 2005 (AP)</p> <p>Pearson/Prentice Hall – CA Chemistry 2008 (11-12)</p> <p>Holt/McDougal – Chemistry 7th Ed. 2007 (Honors)</p> <p>Glencoe/McGraw Hill – Hole’s Essentials Human Anatomy & Physiology 2006 (11-12)</p> <p>Glencoe/McGraw Hill – CA Physics: Principles & Problems 2008 (11-12)</p> <p>Pearson/Prentice Hall – Physics: Principles and Applications 2009 (AP)</p> <p>Holt/McDougal – Environmental Science – Butterfly 2008 (9-12)</p> <p>Glencoe/McGraw Hill – Environmental Science –2008 (AP at BHS)</p> <p>Bedford/St. Martin’s – Environmental Science for AP 2012 (AP at MHS)</p> <p>Pearson/Prentice Hall – Essential Oceanography 2005 (9-12)</p> <p>Cengage Learning – Forensic Science – Fundamentals Investigation 2009 (9-12)</p>	Yes	0.0 %
History-Social Science	<p>Holt/McDougal – CA Social Studies: Medieval Early Modern Times 2006 (7)</p> <p>Holt/McDougal – US History Independence to 1914 2006 (8)</p> <p>Holt/McDougal – World Geography 2006 (9)</p> <p>Pearson – Geography, Cultural Landscape 2014 (9 Honors/AP)</p> <p>Prentice Hall – World History: The Modern World 2007 (10)</p> <p>Glencoe/McGraw Hill – World History: Traditions/Encounters 2006 (10AP)</p> <p>Holt/McDougal – US History: The Americans 2006 (11)</p> <p>Holt/McDougal – The American Pageant 2006 (11AP)</p> <p>Prentice Hall – American Government 2006 (12)</p> <p>Prentice Hall – Government in America 2006 (12AP)</p> <p>Glencoe/McGraw Hill – Economics Principles and Practices 2005 (12)</p> <p>McGraw Hill – Economics/McConnell Brue 2007 (12AP)</p> <p>Holt/McDougal – Psychology – Principles in Practice 2007 (12)</p> <p>Worth Publishers – Myer’s Psychology 2011 (AP)</p>	Yes	0.0 %
Foreign Language	<p>McGraw Hill – Asi se dice 1A, 1B, I, II, III, IV 2016 (Spanish 1A – 4)</p> <p>Santillana– Yabisi 6 2009 (Sp.Spkr 1A)</p> <p>McGraw Hill – El español para nosotros 1 & 2 2014 (Sp.Spkr.1B - 2)</p>	Yes	0.0 %

Heinle & Heinle – Cumbre 2014 (AP) Wayside Publishing - Azulejo 2012 (AP) Wayside Publishing - Triangulo Aprobado 2013 (AP) Houghton Mifflin – Bien dit! 1- 3 2013 (French 1-3) EMC – T’es branche 4 2014 (AP) EMC - Zhen Bang 3 2014 (AP) Cheng & Tsui – Integrated Chinese 2009 (Mandarin 1A, 1B, 1)			
Health	Glencoe – Health 2004 (9)	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

School Facility Conditions and Planned Improvements

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library media center, teachers' lounges, and a teachers' workroom, for students and staff to go for collaboration and research.

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

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

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

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good
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Last updated: 1/15/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	56.0%	48.0%	50.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	33.0%	29.0%	31.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1364	1346	98.68%	56.09%
Male	726	718	98.90%	47.91%
Female	638	628	98.43%	65.45%
Black or African American	194	191	98.45%	43.46%
American Indian or Alaska Native	--	--	--	
Asian	80	78	97.50%	74.36%
Filipino	88	86	97.73%	79.07%
Hispanic or Latino	712	705	99.02%	51.77%
Native Hawaiian or Pacific Islander	14	14	100.00%	57.14%
White	211	208	98.58%	62.98%
Two or More Races	58	58	100.00%	68.97%
Socioeconomically Disadvantaged	788	777	98.60%	48.26%
English Learners	224	216	96.43%	34.26%
Students with Disabilities	147	141	95.92%	12.06%
Students Receiving Migrant Education Services				
Foster Youth	11	11	100.00%	27.27%

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

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

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

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1372	1353	98.62%	32.89%
Male	732	721	98.50%	32.87%
Female	640	632	98.75%	32.91%
Black or African American	197	191	96.95%	18.32%
American Indian or Alaska Native	--	--	--	
Asian	80	80	100.00%	51.25%
Filipino	88	88	100.00%	62.50%
Hispanic or Latino	716	707	98.74%	27.44%
Native Hawaiian or Pacific Islander	14	14	100.00%	35.71%
White	212	209	98.58%	42.58%
Two or More Races	58	58	100.00%	43.10%
Socioeconomically Disadvantaged	793	780	98.36%	26.15%
English Learners	226	222	98.23%	14.41%
Students with Disabilities	155	143	92.26%	6.29%
Students Receiving Migrant Education Services				
Foster Youth	11	11	100.00%	9.09%

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

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

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

Last updated: 1/23/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/23/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	305
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	2.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.0%

Last updated: 1/23/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	79.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	51.1%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.8%	20.5%	37.7%
9	18.5%	20.6%	34.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school is an important role. The success of students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. 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. Mayfair provides monthly Coffee Hours and 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.

State Priority: Pupil Engagement

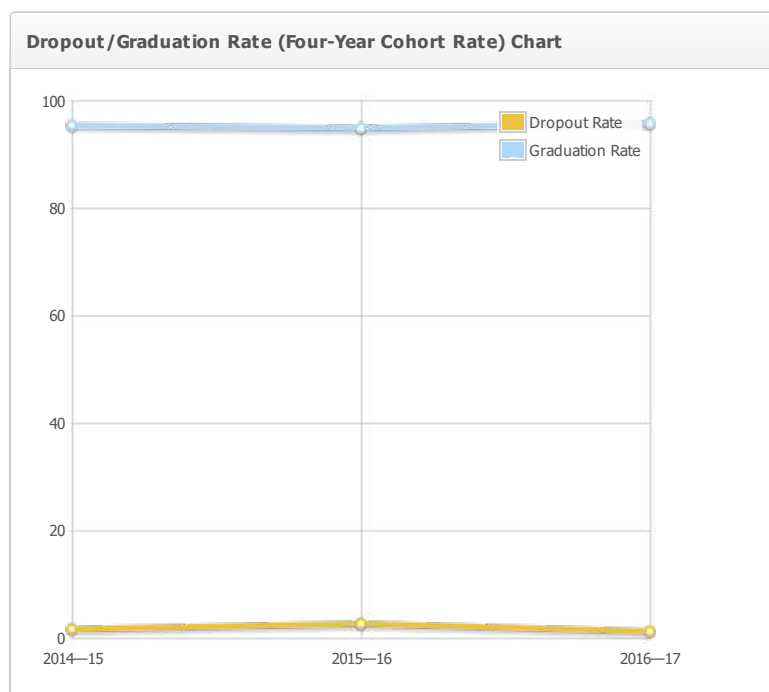
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.6%	2.6%	3.8%	5.4%	10.7%	9.7%
Graduation Rate	95.3%	94.8%	92.8%	92.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.2%	2.5%	9.1%
Graduation Rate	95.7%	90.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	94.7%	93.5%	88.7%
Black or African American	100.0%	93.6%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	96.3%	95.7%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	93.4%	92.8%	86.5%
Native Hawaiian or Pacific Islander	75.0%	62.5%	88.6%
White	92.4%	91.3%	92.1%
Two or More Races	94.1%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	97.9%	88.6%
English Learners	88.9%	73.0%	56.7%
Students with Disabilities	68.6%	70.3%	67.1%
Foster Youth	100.0%	37.5%	74.1%

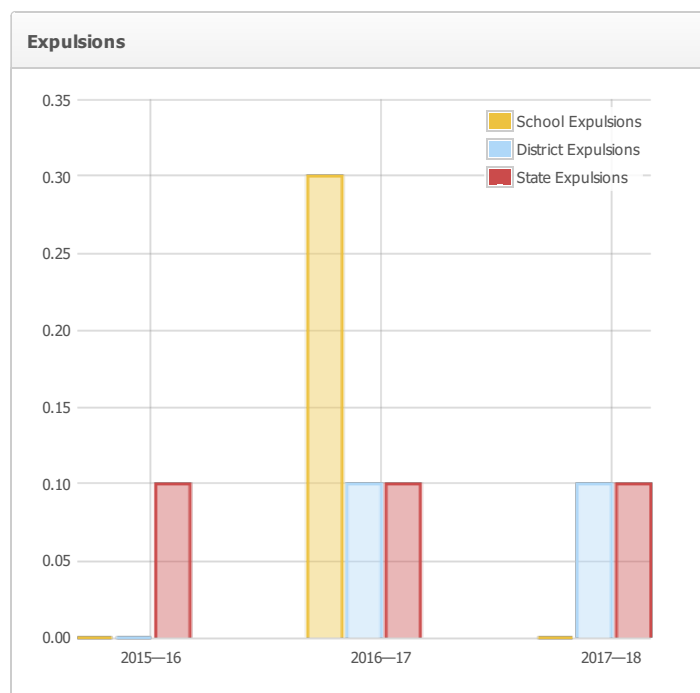
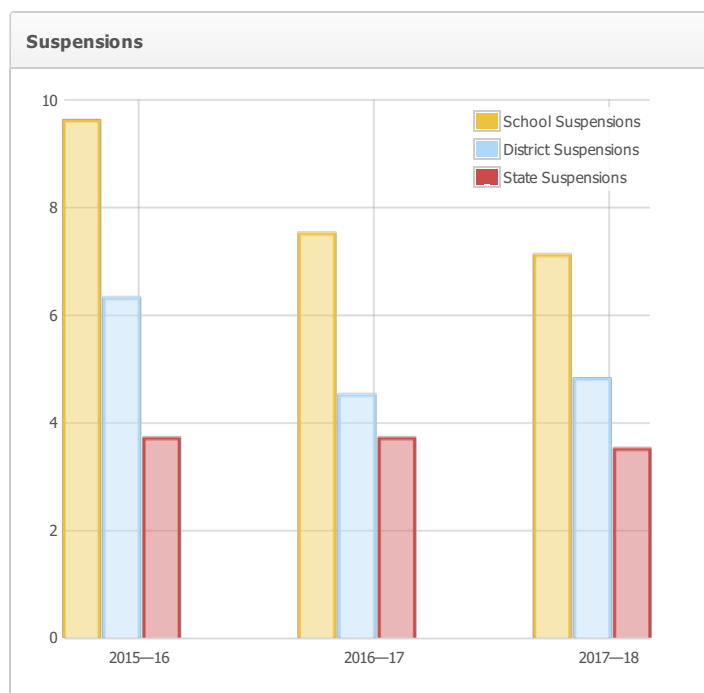
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.6%	7.5%	7.1%	6.3%	4.5%	4.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

The staff, students, parents, the Parent Teacher Association (PTA), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well-being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike. On January 15, 2019, the members of the School Site Council met and approved the Comprehensive School Safety Plan for the 2018-2019 school year.

Last updated: 1/15/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	42	50	35
Mathematics	27.0	18	29	32
Science	29.0	13	38	43
Social Science	29.0	18	30	59

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	32	42	42
Mathematics	27.0	18	23	23
Science	29.0	13	38	40
Social Science	30.0	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	39	31	45
Mathematics	27.0	22	44	34
Science	29.0	16	28	46
Social Science	29.0	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.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	403.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8869.0	\$2702.0	\$6167.0	\$90510.0
District	N/A	N/A	\$9580.0	\$75667.0
Percent Difference – School Site and District	N/A	N/A	-43.3%	17.9%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-14.4%	12.8%

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

Last updated: 12/10/2018

Types of Services Funded (Fiscal Year 2017—18)

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

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

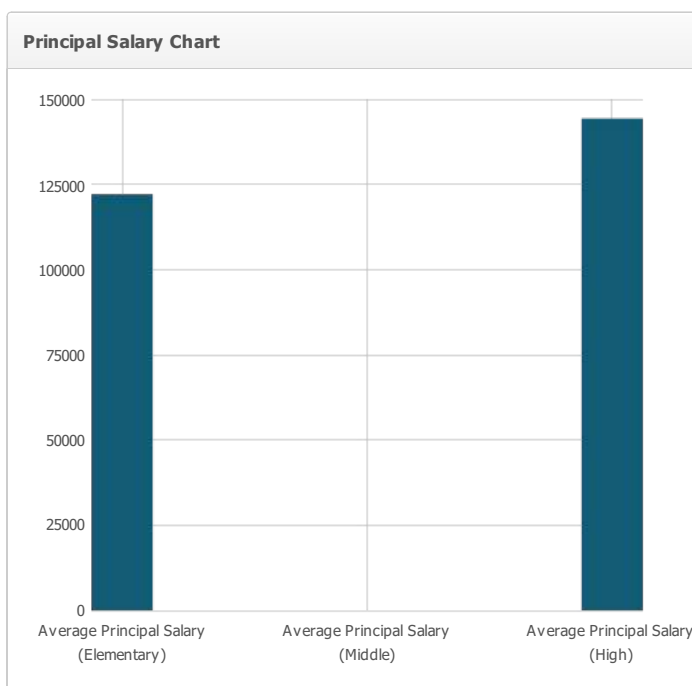
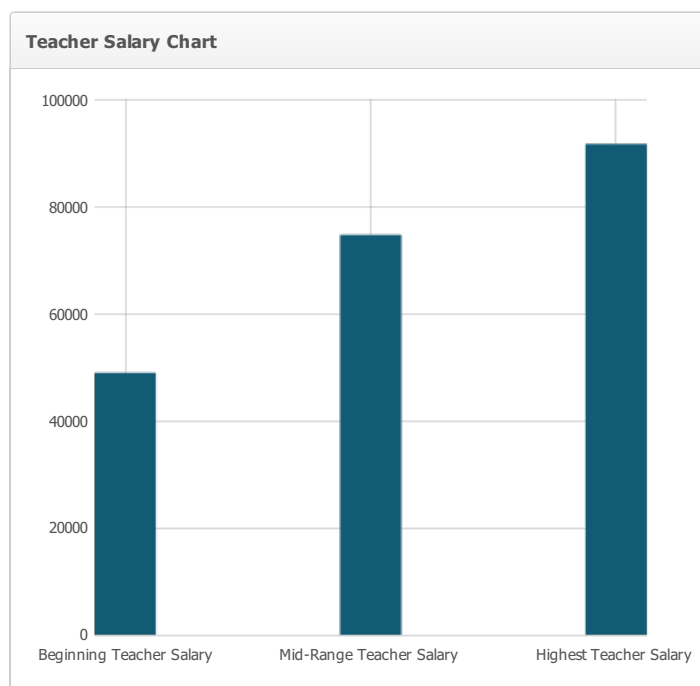
Local Control Funding Formula (LCFF) money supports students as detailed in the district’s Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district’s educational community.

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,921	\$49,512
Mid-Range Teacher Salary	\$74,666	\$77,880
Highest Teacher Salary	\$91,628	\$96,387
Average Principal Salary (Elementary)	\$122,095	\$123,139
Average Principal Salary (Middle)	\$	\$129,919
Average Principal Salary (High)	\$144,296	\$140,111
Superintendent Salary	\$224,851	\$238,324
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	4	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	11	N/A
All Courses	29	13.5%

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

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

Last updated: 1/23/2019

Professional Development

Professional development activities are essential to the maintenance of a quality educational program for all students. Staff development is based on the assessed needs of the school personnel. Training opportunities include Common Core State Standards in both language arts and mathematics, NGSS, IEP/SEIS, special education strategies, ELD, and technology integration.

The district has also provided shortened days for schools to use for school-based planning and professional development activities. The school-based instructional time and staff development program has addressed technology-based instruction; STEAM, the utilization of standardized tests in the instructional program, and social-emotional learning strategies.

Last updated: 1/25/2019