

Thomas Jefferson Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 10027 East Rose St.
Bellflower, CA , 90706-6916

Principal: Dr. Angelica Montelongo,
Principal

Phone: (562) 804-6521

Grade Span: P-6

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Dr. Angelica Montelongo, Principal

📍 Principal, Thomas Jefferson Elementary

About Our School



Welcome to Thomas Jefferson Elementary, the proud home of the Jefferson Jack Rabbits!

At our school, our primary goal is to provide every student with a challenging and rigorous curriculum tailored to their unique academic levels. We firmly believe that every child can achieve academic success, and we are committed to creating an environment where high expectations are maintained for all.

To that end, we ensure that each child experiences quality instructional opportunities that recognize and support their needs. Our Jefferson Jack Rabbit Scholars exemplify the values of being:

- **Respectful**
- **Responsible**
- **Ready to Learn**

We encourage our students to shine brightly as they embody these principles, leading them to become outstanding individuals and learners.

Contact

Thomas Jefferson Elementary
10027 East Rose St.
Bellflower, CA 90706-6916

Phone: [\(562\) 804-6521](tel:5628046521)

Email: amontelongo@busd.k12.ca.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Bellflower Unified
Phone Number	(562) 866-9011
Superintendent	Simon, Erin
Email Address	erinsimon@busd.k12.ca.us
Website	www.busd.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Thomas Jefferson Elementary
Street	10027 East Rose St.
City, State, Zip	Bellflower, CA , 90706-6916
Phone Number	(562) 804-6521
Principal	Dr. Angelica Montelongo, Principal
Email Address	amontelongo@busd.k12.ca.us
Website	https://jeffersonelementary.org/
Grade Span	P-6
County-District-School (CDS) Code	19643036011712

School Description and Mission Statement (School Year 2025–26)

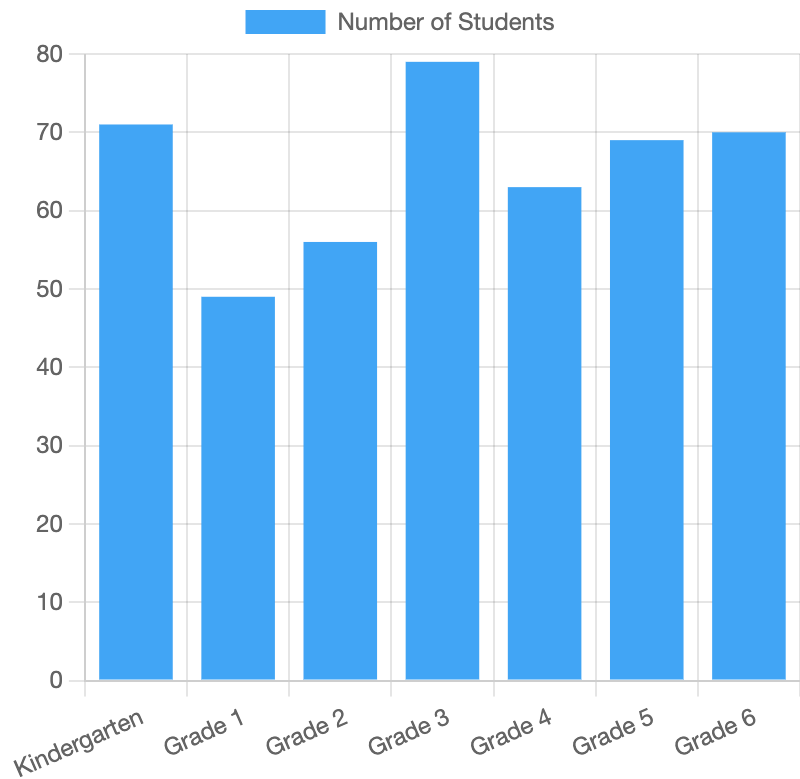
At Thomas Jefferson Elementary, we are committed to empowering our students through a comprehensive education that connects critical skills and standards to real-world applications and future career pathways. As a Title I school, we focus on increasing student engagement and promoting equity by integrating diverse technology applications and programs into our curriculum.

Our Think Together Program provides essential after-school homework support and recreational and enrichment opportunities for students in grades K-6, fostering a well-rounded educational experience.

We strive to create a challenging learning environment where all students can thrive and develop into productive, contributing citizens. Our vision is to be a community school where safety, rigor, and creativity converge to cultivate positive, respectful members of the future. Together, we will inspire lifelong learners prepared to make meaningful societal contributions.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	71
Grade 1	49
Grade 2	56
Grade 3	79
Grade 4	63
Grade 5	69
Grade 6	70
Total Enrollment	457



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	43.60%	English Learners	21.50%
Male	49.10%	Foster Youth	2.00%
Non-Binary	0.00%	Homeless	2.60%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	4.30%	Socioeconomically Disadvantaged	81.30%
Black or African American	14.20%	Students with Disabilities	15.20%
Filipino	3.40%		
Hispanic or Latino	61.10%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	3.90%		
White	4.70%		

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.70	100.00%	447.80	91.67%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.37%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.30	1.31%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.10	2.69%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	19.30	3.95%	15831.90	5.67%
Total Teaching Positions	19.70	100.00%	488.50	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.30	94.10%	451.70	92.07%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	4.50	0.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.50%	6.40	1.32%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	9.50	1.94%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	4.40%	18.30	3.74%	14303.80	5.15%
Total Teaching Positions	22.70	100.00%	490.60	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.80	98.59%	455.60	90.83%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.30	1.41%	3.60	0.74%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	9.60	1.93%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	9.20	1.84%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	23.40	4.66%	13705.80	4.91%
Total Teaching Positions	24.10	100.00%	501.60	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0.3	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.3	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	5%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill - World of Wonders (TK) 2017 McGraw-Hill - Reading Wonders (K-5) 2017 McGraw-Hill Education – CA StudySync 2017	0
Mathematics	Great Minds - Eureka Math (TK-5) 2014 Houghton Mifflin – CA Go Math 2015	0
Science	McGraw-Hill – Inspire Science (TK-5) 2021 Amplify Science - Integrated Science 2018	0
History-Social Science	Savvas – My World Interactive (TK-5) 2019 Teachers' Curriculum Institute – History Alive 2017	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The LEA takes great pride in the safety and cleanliness of all school campuses. In order to ensure that each school site is clean, safe, and functional, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the LEA to review. This school was inspected in 43 areas including classrooms, a cafeteria, kitchen, library, and administration buildings. All categories are considered "good" with the exception of interior surfaces. The school received a rating of "fair" for this category based on the most recent FIT inspection in June 2025. The school administration is working with the maintenance department to resolve and address the areas not meeting the standard. Overall, the school received an overall rating of "good." The school has a team of day and evening custodians to maintain the cleanliness and safety of the site and issues are immediately reported to the principal to be addressed. Administrators use a work order system to track repairs and to ensure a timely resolution to any problems.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2025

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: June 2025

Overall Rating	Good
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	44%	48%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	31%	34%	26%	29%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	273	97.85%	2.15%	47.99%
Female	130	128	98.46%	1.54%	43.75%
Male	149	145	97.32%	2.68%	51.72%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	16	15	93.75%	6.25%	60.00%
Black or African American	48	46	95.83%	4.17%	28.26%
Filipino	--	--	--	--	--
Hispanic or Latino	178	175	98.31%	1.69%	47.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	80.00%
White	12	12	100.00%	0.00%	66.67%
English Learners	68	65	95.59%	4.41%	21.54%
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62%	15.38%	45.45%
Military	47	46	97.87%	2.13%	45.65%
Socioeconomically Disadvantaged	249	245	98.39%	1.61%	46.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	52	52	100.00%	0.00%	23.08%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	276	98.92%	1.08%	34.42%
Female	130	130	100.00%	0.00%	25.38%
Male	149	146	97.99%	2.01%	42.47%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	16	15	93.75%	6.25%	60.00%
Black or African American	48	46	95.83%	4.17%	19.57%
Filipino	--	--	--	--	--
Hispanic or Latino	178	178	100.00%	0.00%	32.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	53.33%
White	12	12	100.00%	0.00%	41.67%
English Learners	68	68	100.00%	0.00%	13.24%
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62%	15.38%	27.27%
Military	47	46	97.87%	2.13%	32.61%
Socioeconomically Disadvantaged	249	247	99.20%	0.80%	32.39%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	52	52	100.00%	0.00%	9.62%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	28.99%	25.71%	22.67%	25.09%	30.73%	32.33%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00%	0.00%	25.71%
Female	30	30	100.00%	0.00%	20.00%
Male	40	40	100.00%	0.00%	30.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	15	15	100.00%	0.00%	20.00%
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00%	0.00%	23.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00%	0.00%	6.25%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00%	0.00%	33.33%
Socioeconomically Disadvantaged	62	62	100.00%	0.00%	25.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	16	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	94.37%	94.37%	94.37%	94.37%	94.37%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Family support is a vital component of the educational process at Thomas Jefferson Elementary. With this essential partnership, we can achieve our goals for students and the school community. Our dedicated staff actively collaborates with families to ensure student success.

To foster communication and involvement, we currently host virtual meetings to inform parents and engage them in decision-making. We encourage parents to participate in the Parent-Teacher Association (PTA), School Site Council, English Learner Advisory Committee, and Title I meetings.

To maintain consistent communication with our families and the wider community, we share important information through various channels, including our school website, Instagram, ParentSquare messages, emails, and text messages. Additionally, updates are prominently displayed on our school's digital marquee.

We believe that working together can create an enriching educational environment that supports our students' growth and achievement. Thank you for being an essential part of our school community.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	481	104	21.6%
Female	242	224	44	19.6%
Male	264	257	60	23.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	22	3	13.6%
Black or African American	79	74	28	37.8%
Filipino	17	17	1	5.9%
Hispanic or Latino	334	319	61	19.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	21	6	28.6%
White	23	23	5	21.7%
English Learners	117	113	19	16.8%
Foster Youth	15	15	5	33.3%
Homeless	25	24	11	45.8%
Socioeconomically Disadvantaged	452	432	98	22.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	87	23	26.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	3.63%	0.91%	1.19%	5.32%	4.28%	4.67%	3.60%	3.28%	2.94%
Expulsions	0.19%	0.00%	0.20%	0.14%	0.05%	0.05%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19%	0.20%
Female	0.41%	0.00%
Male	1.89%	0.38%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	5.06%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.60%	0.30%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.85%	0.00%
Foster Youth	6.67%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.33%	0.22%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.22%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The school is committed to providing a safe, clean, and supportive environment where **every student is known, every voice is heard, and every school is ready**. The Comprehensive School Safety Plan guides all safety procedures, emergency response protocols, behavioral expectations, and facility maintenance standards. The plan is reviewed annually and updated as needed to ensure alignment with California Education Code and district requirements.

The school's Safety Committee meets multiple times annually to review and update the Comprehensive School Safety Plan. Members bring forward concerns and recommendations so that safety issues can be addressed promptly, ensuring the campus remains a safe place for students, staff, and families. The Comprehensive School Safety Plan is reviewed with all staff annually each August and includes role assignments, emergency communication protocols, sweep team responsibilities, evacuation routes, and updates to state and district safety requirements.

The Safety Committee and School Site Council approved the updated plan (November/October) prior to its submission to local Law Enforcement and Fire Department partners for review in January of each year. The plan is then approved by the Board of Education each spring (February/March). The plan will continue to be reviewed throughout the year, and updates will be made as needed to ensure ongoing alignment with California Education Code, district expectations, and best practices in school safety.

The school maintains strong partnerships with families, staff, and community agencies to ensure a positive and secure learning environment for all students.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	1	2	0
1	21.00	2	1	0
2	23.00	0	3	0
3	22.00	0	3	0
4	33.00	0	1	0
5	19.00	1	2	0
6	34.00	0	0	1
Other**	14.00	2	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		2	
1	17.00	1	2	
2	25.00		3	
3	23.00		3	
4	34.00			1
5	34.00			2
6	32.00		2	
Other**	14.00	2		

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		2	
1	25.00		2	
2	16.00	1	2	
3	24.00		3	
4	31.00		2	
5	32.00		1	1
6	34.00			2
Other**	12.00	2		

* 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 Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	493

* 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.

Student Support Services Staff (School Year 2024–25)

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16651.00	\$9152.00	\$7499.00	\$113124.00
District	N/A	N/A	\$17190.00	\$111129.00
Percent Difference – School Site and District	N/A	N/A	-78.50%	1.78%
State	N/A	N/A	\$11146.18	\$100065.00
Percent Difference – School Site and State	N/A	N/A	-39.12%	12.25%

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

Types of Services Funded (Fiscal Year 2024–25)

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)
- Expanded Learning Opportunities Program (ELOP)
- Lottery: Instructional Materials
- School Based Medi-Cal Billing Options
- Special Education
- Title I, II, III, and IV

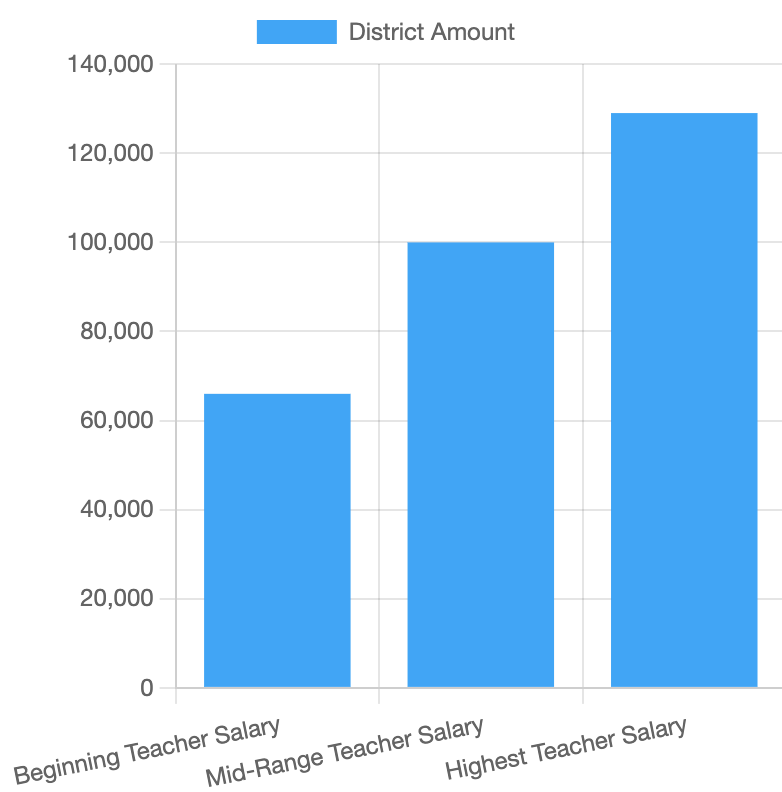
Local Control Funding Formula (LCFF) money supports students as detailed in the district's Local Control Accountability Plan (LCAP), which is developed with input from a variety of educational partners throughout the district's community.

Title I funds are used to supplement the instructional program with evidence-based educational strategies and programs aimed at closing the achievement gap and supporting the educational needs of low-income, and low achieving students in meeting the state's challenging state academic standards. The purpose is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency. All schools receiving Title I funds are required to comply with provisions detailed in the federal Every Student Succeeds Act (ESSA).

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$65984.00	\$62145.42
Mid-Range Teacher Salary	\$99966.00	\$97088.12
Highest Teacher Salary	\$128987.00	\$120435.72
Average Principal Salary (Elementary)	\$168950.00	\$151342.77
Average Principal Salary (Middle)	\$0.00	\$159513.87
Average Principal Salary (High)	\$199671.00	\$177260.89
Superintendent Salary	\$295000.00	\$294804.85
Percent of Budget for Teacher Salaries	28.30%	29.95%
Percent of Budget for Administrative Salaries	3.92%	5.40%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	57	25	66