

Bellflower High
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 15301 South McNab Ave.
Bellflower, CA , 90706-4101

Principal: Jessica Cummings, Principal

Phone: (562) 920-1801

Grade Span: 7-12

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

Jessica Cummings, Principal

📍 Principal, Bellflower High

About Our School



Welcome to Bellflower Middle/High School! I am honored to serve as the principal of a school that is committed to fostering academic excellence, strong relationships, and a safe, inclusive learning environment built on kindness. Our rigorous programs including AVID, CTE pathways, and early college opportunities prepare students for college, career, and life success. We value our partnership with families and the community, because together, Unity Creates Success.

Contact

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

Phone: [\(562\) 920-1801](tel:5629201801)

Email: [jcummings@busd.k12.ca.us](mailto:jcumings@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	Bellflower High
Street	15301 South McNab Ave.
City, State, Zip	Bellflower, CA , 90706-4101
Phone Number	(562) 920-1801
Principal	Jessica Cummings, Principal
Email Address	jcumplings@busd.k12.ca.us
Website	https://bellflowerhigh.org/
Grade Span	7-12
County-District-School (CDS) Code	19643031930775

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

As part of the Bellflower Unified School District, we pride ourselves on building futures. Since its opening in 1951 with an initial enrollment of 690 students, Bellflower Middle/High School has grown to serve approximately 1,955 students from grades seven through twelve. Our unique campus encompasses both middle and high school levels, creating a vibrant and supportive environment for academic and personal growth.

Bellflower Middle/High School has established a reputation for academic excellence, achieved through the collaborative efforts of our students, educators, parents, and staff. We offer a comprehensive academic program, competitive athletic teams, outstanding visual and performing arts opportunities, and diverse extracurricular activities that nurture our students' interests and talents.

Our mission is to develop students who are empowered to be lifelong learners and leaders in an ever-changing global society through rigorous and engaging college, career, and co-curricular opportunities. We are proud to offer:

- Advanced Placement (AP) and honors courses
- Dual Enrollment

- Early College Academy
- AVID
- Career Technical Education (CTE) pathways
- A broad range of electives, including world languages, industrial technology, and performing arts
- English Language Development (ELD) classes to meet the diverse needs of our learners

Aligned with the University of California (UC) and California State University (CSU) a-g requirements, our instructional program equips students with the knowledge and skills to excel academically and personally.

School Vision and Graduate Goals

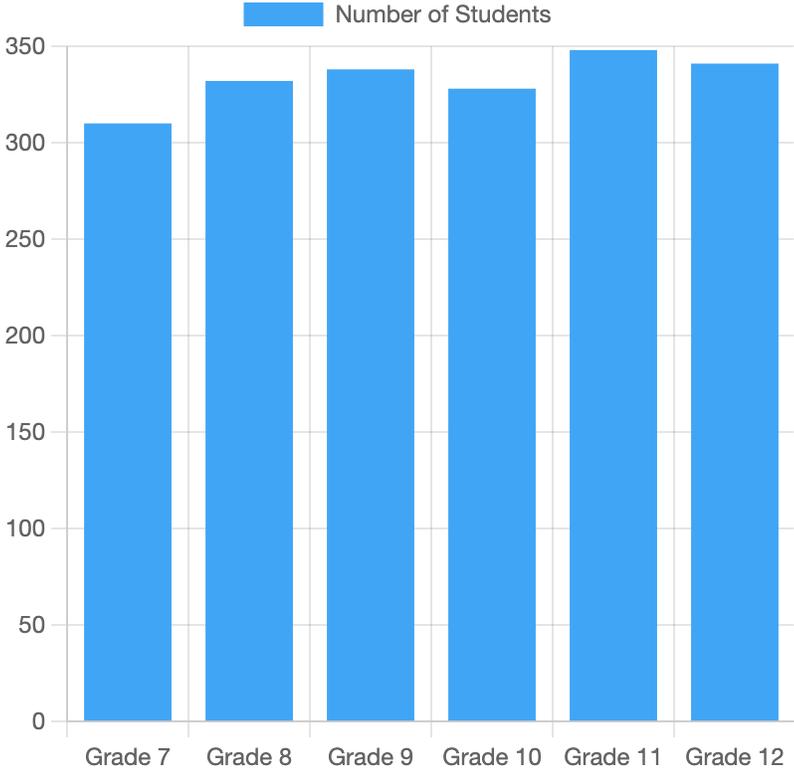
Bellflower Middle/High School is committed to producing contributing citizens who are prepared to excel in college, career, and civic life.. Upon graduation, Bellflower Buccaneers demonstrate the following skills:

- **Ethical Decision Makers**
- **Effective Communicators**
- **Collaborative Workers**
- **Critical Thinkers**
- **Quality Producers**

We cultivate an environment of respect, collaboration, and mutual trust among administrators, staff, students, families, and the broader community. Through a shared commitment to growth and continuous improvement, we ensure that all students are well-prepared to meet future challenges.

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

Grade Level	Number of Students
Grade 7	310
Grade 8	332
Grade 9	338
Grade 10	328
Grade 11	348
Grade 12	341
Total Enrollment	1997



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

Student Group	Percent of Total Enrollment
Female	46.20%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	2.90%
Black or African American	10.90%
Filipino	3.30%
Hispanic or Latino	74.20%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.50%
White	2.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.50%
Foster Youth	0.50%
Homeless	3.20%
Migrant	0.00%
Socioeconomically Disadvantaged	82.50%
Students with Disabilities	16.90%

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)	92.60	92.84%	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)	1.10	1.14%	6.30	1.31%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	4.24%	13.10	2.69%	11953.10	4.28%
Unknown/Incomplete/NA	1.70	1.75%	19.30	3.95%	15831.90	5.67%
Total Teaching Positions	99.70	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)	97.80	95.54%	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)	1.40	1.44%	6.40	1.32%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	2.31%	9.50	1.94%	11746.90	4.23%
Unknown/Incomplete/NA	0.70	0.71%	18.30	3.74%	14303.80	5.15%
Total Teaching Positions	102.30	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)	96.20	92.22%	455.60	90.83%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.60	0.74%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	2.82%	9.60	1.93%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	2.29%	9.20	1.84%	12112.80	4.34%
Unknown/Incomplete/NA	2.70	2.65%	23.40	4.66%	13705.80	4.91%
Total Teaching Positions	104.40	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	1	1.30
Misassignments	1.10	0.4	1.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.4	2.90

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	4.20	2.3	2.30
Total Out-of-Field Teachers	4.20	2.3	2.30

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)	2.1%	1.6%	2.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6%	0.5%	0.60%

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 Education – CA StudySync 2017 Bedford/St Martins – Language of Composition AP 2013 Bedford/St Martins – Literature of Composition AP 2011 Houghton Mifflin - English 3D 2017	0
Mathematics	Houghton Mifflin – CA Go Math 2015 Cengage Learning - Big Ideas Integrated Math 2016 Pearson/Savvas - PreCalculus 2020 Pearson/Savvas - Trigonometry 2021 Cengage - Calculus of a single variable AP 2020 Pearson/Savvas – Elementary Statistics 2019 MPS Bedford - AP Practice of Statistics 2019 Glencoe/McGraw Hill - Business Mathematics 2007	0
Science	Amplify Science - Integrated Science 2018 Accelerate Learning - STEMScopes; Living Earth, Chemistry, Physics 2020 McGraw Hill - Hole’s Essentials of Human Anatomy 2006 Holt/McDougal - Environmental Science 2008 MPS Bedford – Environmental Science for AP 2023 Pearson - Essential Oceanography 2005 (9-12) Cengage Learning - Forensic Science 2009 MPS Bedford – Biology for the AP Course 2022 Cengage Learning – Zumdahl Chemistry AP 2018 Savvas/Pearson - College Physics for AP 2019	0
History-Social Science	Teacher Curriculum Institute – History Alive 2017; Medieval World, U.S. History; Spanish editions for dual	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Savvas – My World Geography 2019 Savvas - Geography, Cultural Landscape AP 2020 Savvas – World History CA 2019 McGraw Hill - World History: Traditions/Encounters AP 2023 Savvas – U.S. History CA 2019 McGraw Hill - US History: Connecting with the Past AP 2023 Savvas – Magruder’s American Government CA 2019 BFW MacMillan - American Government AP 2021 Savvas – Economics 2019 McGraw Hill – Economics AP 2021 Savvas – Psychology 2023 Worth Publishers - Myer’s Psychology AP 2024	
Foreign Language	McGraw Hill - Asi se dice 2016 McGraw Hill - El español para nosotros 2014 Heinle & Heinle - Cumbre 2014 Wayside Publishing - Azulejo 2012 Wayside Publishing - Triangulo Aprobado 2013 Houghton Mifflin - Bien dit! 2013 EMC - T’es branche 4 2014 Cheng & Tsui - Integrated Chinese 2009	0
Health	Glencoe - Health 2006	0
Visual and Performing Arts	Davis – Visual Experience 2013	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 132 areas including classrooms, a cafeteria/MPR, kitchen, library, gyms, locker rooms and administration buildings. All categories are considered "good" with the exception of interior surfaces and restrooms. The school received a rating of "poor" for the interior surfaces and a rating of "fair" for restrooms/fountains 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 standards. 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	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
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)	47%	47%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	18%	17%	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	979	943	96.32%	3.68%	47.02%
Female	472	458	97.03%	2.97%	52.85%
Male	507	485	95.66%	4.34%	41.53%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	66.67%
Black or African American	116	108	93.10%	6.90%	44.44%
Filipino	33	31	93.94%	6.06%	70.97%
Hispanic or Latino	750	726	96.80%	3.20%	45.03%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74%	5.26%	61.11%
White	25	24	96.00%	4.00%	56.52%
English Learners	224	211	94.20%	5.80%	13.74%
Foster Youth	--	--	--	--	--
Homeless	38	35	92.11%	7.89%	31.43%
Military	109	105	96.33%	3.67%	44.76%
Socioeconomically Disadvantaged	835	804	96.29%	3.71%	47.01%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	182	166	91.21%	8.79%	15.06%

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	979	938	95.81%	4.19%	16.99%
Female	472	454	96.19%	3.81%	15.42%
Male	507	484	95.46%	4.54%	18.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	43.33%
Black or African American	116	107	92.24%	7.76%	11.21%
Filipino	33	31	93.94%	6.06%	35.48%
Hispanic or Latino	750	724	96.53%	3.47%	14.82%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47%	10.53%	41.18%
White	25	23	92.00%	8.00%	30.43%
English Learners	224	212	94.64%	5.36%	2.37%
Foster Youth	--	--	--	--	--
Homeless	38	34	89.47%	10.53%	20.59%
Military	109	104	95.41%	4.59%	8.65%
Socioeconomically Disadvantaged	835	801	95.93%	4.07%	15.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	182	170	93.41%	6.59%	2.98%

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)	16.09%	19.65%	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	1003	982	97.91%	2.09%	19.65%
Female	472	464	98.31%	1.69%	18.75%
Male	531	518	97.55%	2.45%	20.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00%	0.00%	37.14%
Black or African American	124	118	95.16%	4.84%	16.95%
Filipino	33	33	100.00%	0.00%	45.45%
Hispanic or Latino	758	743	98.02%	1.98%	17.23%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00%	0.00%	33.33%
White	26	26	100.00%	0.00%	34.62%
English Learners	183	179	97.81%	2.19%	0.56%
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12%	5.88%	15.63%
Military	149	144	96.64%	3.36%	8.33%
Socioeconomically Disadvantaged	843	824	97.75%	2.25%	18.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	174	167	95.98%	4.02%	3.59%

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

Bellflower Unified School District remains committed to preparing students for success in both their career paths and the ever-evolving demands of the workforce. Our courses provide students with not only the theoretical knowledge but also the hands-on skills necessary to thrive in a wide array of professional fields.

Bellflower Unified proudly offers 22 Career and Technical Education (CTE) pathway programs spanning 10 diverse career sectors, all designed to give students a competitive edge. Each of our CTE courses is UC a-g approved, ensuring that students are academically prepared while gaining valuable career skills.

We are committed to inclusivity and encourage special population students to engage in our wide range of CTE courses. All our programs are carefully aligned with California's CTE Model Curriculum Standards, and we are proud to have a CTE advisory committee representing several pathways. This committee, composed of industry experts and educators, meets twice a year to offer invaluable insights that keep our programs current and aligned with industry needs.

In partnership with California Advancing Pathways for Students (CalAPS), Bellflower Unified School District provides students with expanded access to high-quality CTE programs and resources. This collaboration enables students to participate in innovative learning opportunities that bridge the gap between classroom education and real-world experience. By leveraging the expertise and resources of CalAPS, we ensure that our students are equipped with the skills, knowledge, and confidence to excel in their chosen career pathways.

BUSD CTE Pathways and Courses:

INDUSTRY SECTOR	PATHWAY	COURSE	AVAILABILITY
Arts, Media, and Entertainment	Design, Visual, and Media Arts	Photography 1 CTE	BUSD (BHS)
Arts, Media, and Entertainment	Design, Visual, and Media Arts	Photography 2 CTE	BUSD (BHS)
Arts, Media, and Entertainment	Production and Managerial Arts	Film & Video Production 1	BUSD (BHS, MHS)
Arts, Media, and Entertainment	Production and Managerial Arts	Film & Video Production 2	BUSD (BHS)
Arts, Media, and Entertainment	Production and Managerial Arts	Stage Production Technology 1	BUSD (MHS); CalAPS
Arts, Media, and Entertainment	Production and Managerial Arts	Stage Production Technology 2	BUSD (MHS); CalAPS
Building and Construction Trades	Cabinetry, Millwork, and Woodworking	Woodworking 1	BUSD (BHS)
Building and Construction Trades	Cabinetry, Millwork, and Woodworking	Cabinetmaking	BUSD (BHS)
Building and Construction Trades	Cabinetry, Millwork, and Woodworking	Advanced Woods	BUSD (SHS)

Building and Construction Trades	Residential and Commercial Construction	Residential Construction 1	BUSD (MHS); CalAPS
Building and Construction Trades	Residential and Commercial Construction	Residential Construction 2	BUSD (MHS); CalAPS
Building and Construction Trades	Residential and Commercial Construction	Residential Construction Capstone	BUSD (MHS); CalAPS
Engineering and Architecture	Engineering Design	Introduction to Engineering Design PLTW	BUSD (MHS)
Engineering and Architecture	Engineering Design	Principles of Engineering PLTW	BUSD (MHS)
Engineering and Architecture	Engineering Design	Computer Assisted Drafting 1	BUSD (SHS)
Engineering and Architecture	Engineering Design	Computer Assisted Drafting 2	BUSD (SHS)
Information and Communication Technologies	Software and Systems Development	Computer Science Principles 1	BUSD (BHS)
Information and Communication Technologies	Software and Systems Development	AP Computer Science Principles	BUSD (MHS)
Information and Communication Technologies	Software and Systems Development	AP Computer Science A	BUSD (MHS, BHS)
Information and Communication Technologies	Software and Systems Development	Web Design and Animation	BUSD (MHS)
Information and Communication Technologies	Software and Systems Development	JavaScript Programming	BUSD (MHS)
Information and Communication Technologies	Games and Simulation	Esports 1	BUSD (MHS), CalAPS
Information and Communication Technologies	Games and Simulation	Esports 2	BUSD (MHS), CalAPS
Information and Communication Technologies	Games and Simulation	Esports Capstone	BUSD (MHS), CalAPS
Business and Finance	Financial Services	Accounting 1	BUSD (MHS)

Business and Finance	Financial Services	Accounting 2	BUSD (MHS)
Health Science and Medical Technology	Mental and Behavioral Health	Counseling and Mental Health Services	BUSD (BHS)
Health Science and Medical Technology	Mental and Behavioral Health	Peer Counseling	BUSD (BHS)
Health Science and Medical Technology	Mental and Behavioral Health	Counseling Mental Health Capstone	BUSD (BHS)
Health Science and Medical Technology	Patient Care	Introduction to Health Careers	BUSD (MHS, BHS)
Health Science and Medical Technology	Patient Care	Medical Assistant	BUSD (BHS)
Health Science and Medical Technology	Patient Care	Patient Care Technician	BUSD (MHS)
Health Science and Medical Technology	Patient Care/Sports Medicine	Sports Medicine 1	BUSD (BHS, MHS)
Health Science and Medical Technology	Patient Care/Sports Medicine	Sports Medicine 2	BUSD (BHS, MHS)
Hospitality, Tourism, and Recreation	Food Service and Hospitality	Culinary Arts 1	BUSD (BHS); CalAPS
Hospitality, Tourism, and Recreation	Food Service and Hospitality	Culinary Arts 2	BUSD (BHS)
Manufacturing and Product Development	Graphic Production Technology	Graphic Production Technology	BUSD (BHS, SHS); CalAPS
Manufacturing and Product Development	Graphic Production Technology	Advanced Graphic Production Technology	BUSD (BHS, SHS); CalAPS
Manufacturing and Product Development	Graphic Production Technology	Graphic Design Production Capstone	BUSD (BHS, SHS); CalAPS
Manufacturing and Product Development	Product Innovation and Design	BioAnimaker 1	BUSD (MHS)
Manufacturing and Product Development	Product Innovation and Design	BioAnimaker 2	BUSD (MHS)
Transportation	System Diagnostics, Service, and Repair	Automotive Technology MLR 1	BUSD (BHS), CalAPS
Transportation	System Diagnostics, Service, and Repair	Automotive Technology MLR 2	BUSD (BHS), CalAPS

Transportation	Operations	Taking Flight - Introduction to Aviation	BUSD (BHS), CalAPS
Transportation	Operations	Taking Flight - Advanced Aviation	BUSD (BHS), CalAPS
Marketing, Sales, and Services	Entrepreneurship/ Self-Employment	Introduction to Business	BUSD (MHS)
Marketing, Sales, and Services	Entrepreneurship/ Self-Employment	Entrepreneurship - Design Thinking	BUSD (MHS), CalAPS
Marketing, Sales, and Services	Marketing	Marketing	BUSD (MHS)
Marketing, Sales, and Services	Marketing	Retail Marketing	BUSD (MHS)
Marketing, Sales, and Services	Marketing	Retail Marketing Capstone	BUSD (MHS)
CalAPS CTE Pathways:			
INDUSTRY SECTOR	PATHWAY	COURSE	AVAILABILITY
Agriculture and Natural Resources	Plant and Soil Science	Introduction to Urban Farming Sciences	CalAPS
Agriculture and Natural Resources	Plant and Soil Science	Urban Farming Sciences 2	CalAPS
Arts, Media, and Entertainment	Production and Managerial Arts	Stage Production Technology	BUSD (MHS); CalAPS
Arts, Media, and Entertainment	Production and Managerial Arts	Stage Production Technology	BUSD (MHS); CalAPS
Building and Construction Trades	Residential and Commercial Construction	Residential Construction 1	BUSD (MHS); CalAPS
Building and Construction Trades	Residential and Commercial Construction	Residential Construction 2	BUSD (MHS); CalAPS
Building and Construction Trades	Residential and Commercial Construction	Residential Construction Capstone	BUSD (MHS); CalAPS
Education, Child Development, and Family Services	Education	Careers in Education	CalAPS
Education, Child Development, and Family Services	Education	Careers in Education 2	CalAPS
Education, Child Development, and Family Services	Early Childhood Specialist/Child Care	Early Childhood Development	CalAPS

Services	Worker		
Education, Child Development, and Family Services	Early Childhood Specialist/Child Care Worker	Early Childhood Development 2	CalAPS
Fashion and Interior Design	Fashion and Merchandising	Fashion Design and Merchandising 1	CalAPS
Fashion and Interior Design	Fashion and Merchandising	Fashion Design and Merchandising 2	CalAPS
Fashion and Interior Design	Fashion and Merchandising	Fashion Design and Merchandising 3	CalAPS
Fashion and Interior Design	Fashion and Merchandising	Fashion Design and Merchandising Capstone	CalAPS
Health Science and Medical Technology	Patient Care	Health Occupations	CalAPS
Health Science and Medical Technology	Patient Care	Health Occupations 2	CalAPS
Health Science and Medical Technology	Patient Care	Sports Medicine 1	BUSD (BHS, MHS)
Health Science and Medical Technology	Patient Care	Sports Medicine 2	BUSD (BHS, MHS)
Hospitality, Tourism, and Recreation	Food Service and Hospitality	Culinary Arts	CalAPS
Hospitality, Tourism, and Recreation	Food Service and Hospitality	Baking and Pastry	CalAPS
Information and Communication Technologies	Games and Simulation	Esports 1	BUSD (MHS), CalAPS
Information and Communication Technologies	Games and Simulation	Esports 2	BUSD (MHS), CalAPS
Information and Communication Technologies	Games and Simulation	Business of Esports	CalAPS
Manufacturing and Product Development	Graphic Production Technology	Graphic Production Technology	BUSD (BHS); CalAPS
Manufacturing and Product Development	Graphic Production Technology	Advanced Graphic Production Technology	BUSD (BHS); CalAPS

Manufacturing and Product Development	Product Innovation and Design	Makerspace "Fab Lab"	CalAPS
Manufacturing and Product Development	Product Innovation and Design	Makerspace "Fab Lab" 2	CalAPS
Marketing, Sales, and Services	Entrepreneurship/ Self-Employment	Entrepreneurship	BUSD (MHS), CalAPS
Marketing, Sales, and Services	Entrepreneurship/ Self-Employment	Entrepreneurship - Design Thinking	BUSD (MHS), CalAPS
Public Services	Public Safety	Law Enforcement	CalAPS
Public Services	Public Safety	Crime Scene and Forensic Science	CalAPS
Public Services	Emergency Response	Firefighting Occupations	CalAPS
Public Services	Emergency Response	Fire Control and Safety	CalAPS
Public Services	Emergency Response	Firefighting 3 - Emergency Medical Response	CalAPS
Public Services	Emergency Response	Pre-EMT	CalAPS
Public Services	Emergency Response	EMT	CalAPS
Transportation	System Diagnostics, Service, and Repair	Automotive Technology MLR 1	BUSD (BHS), CalAPS
Transportation	System Diagnostics, Service, and Repair	Automotive Technology MLR 2	BUSD (BHS), CalAPS
Transportation	Operations	Taking Flight - Introduction to Aviation	BUSD (BHS), CalAPS
Transportation	Operations	Taking Flight - Advanced Aviation	BUSD (BHS), CalAPS

BHS CTE Pathways:

Design, Visual, and Media Arts (Photography)

Production and Managerial Arts (Film & Video)

Cabinetry, Millwork, and Woodworking (Woodworking)

Software and Systems Development (Computer Science)

Mental and Behavioral Health

Patient Care (Medical Assistant)

Patient Care (Sports Medicine)

Food Service and Hospitality (Culinary Arts)

Graphic Production Technologies

Systems Diagnostics, Service, and Repairs (Automotive Technology MLR)

Operations (Aviation)

CalAPS CTE Pathways

Plant and Soil Science

Production and Managerial Arts

Residential and Commercial Construction

Education

Early Childhood Specialist/Child Care Worker

Fashion Design and Merchandising

Patient Care

Food Services and Hospitality

Games and Simulation

Graphic Production Technology

Product Innovation and Design

Entrepreneurship/Self-Employment

Operations (Aviation)

Public Safety

Emergency Response

Systems, Diagnostics, and Repair (Automotive Technology)

CTE Advisory

Facilitator: Gil Castañeda, Director of Secondary Education

Industries represented

Arts, Media, Entertainment

Automotive

Business

Chamber of Commerce

Construction

Education

Finance

Graphics/Marketing

Health

Hospitality

IT/Computers

Postsecondary Education

Public Service

Stage Production

Web Design

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1108
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.1%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	45.29%

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
7	98.68%	97.04%	99.01%	97.04%	98.68%
9	94.57%	89.14%	94.57%	85.30%	94.57%

Note: The administration 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 and community engagement is a cornerstone of our success. The collaborative efforts of the Parent Teacher Student Association (PTSA), booster clubs, college and business partnerships, and School Site Council enrich our school environment and provide valuable resources for student achievement.

To support parental involvement, Bellflower Middle/High School offers:

- A welcoming Family Resource Center, serving as a hub for parent-school connections.
- Leadership opportunities through PTSA, School Site Council, and English Learner Advisory Committee (ELAC).
- Parent-focused events like Math Night, FAFSA Night, and College Night.
- The Parent Education Bridge for Student Achievement Foundation (PEBSAF), held annually in the fall.

We encourage all parents to stay actively involved in their child's education, as family engagement is vital to student success. Our website, ParentSquare, and social media platforms (Instagram and Facebook) offer accessible ways to stay informed and connected with school events and initiatives.

Together, we are committed to fostering a safe, supportive, and enriching environment for all Bellflower Buccaneers. We are proud to share our Buccaneer PRIDE with you!

State Priority: Pupil Engagement

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

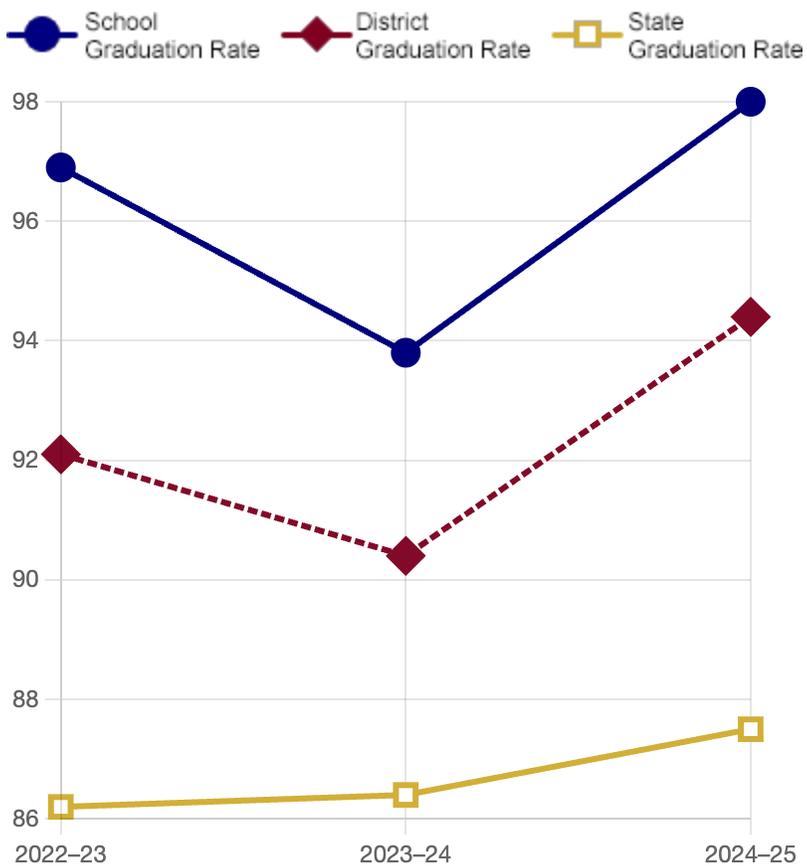
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

Indicator	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
Graduation Rate	96.9%	93.8%	98.0%	92.1%	90.4%	94.4%	86.2%	86.4%	87.5%
Dropout Rate	1.7%	4.6%	1.7%	2.2%	3.2%	3.1%	8.2%	8.9%	8.0%

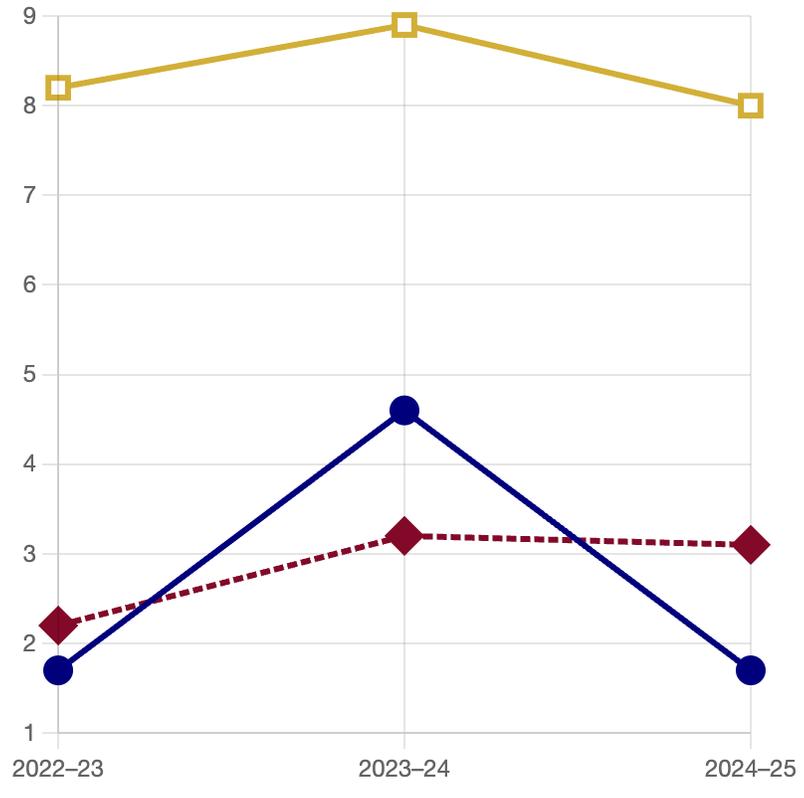
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates

School Dropout Rate District Dropout Rate State Dropout Rate



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	345	338	98.0%
Female	156	155	99.4%
Male	189	183	96.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	14	14	100.0%
Black or African American	42	41	97.6%
Filipino	--	--	--
Hispanic or Latino	259	254	98.1%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	74	72	97.3%
Foster Youth	--	--	--
Homeless	16	14	87.5%
Socioeconomically Disadvantaged	331	324	97.9%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	60	56	93.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

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	2158	2082	501	24.1%
Female	1021	986	235	23.8%
Male	1137	1096	266	24.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	63	8	12.7%
Black or African American	261	246	58	23.6%
Filipino	71	69	7	10.1%
Hispanic or Latino	1640	1589	397	25.0%
Native Hawaiian or Pacific Islander	13	13	1	7.7%
Two or More Races	31	30	9	30.0%
White	66	61	20	32.8%
English Learners	425	404	92	22.8%
Foster Youth	20	17	4	23.5%
Homeless	87	84	35	41.7%
Socioeconomically Disadvantaged	1856	1796	452	25.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	389	374	114	30.5%

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	9.48%	0.00%	8.06%	5.32%	0.00%	4.67%	3.60%	3.28%	2.94%
Expulsions	0.32%	0.05%	0.05%	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	8.06%	0.05%
Female	5.00%	0.00%
Male	10.82%	0.09%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.13%	0.00%
Black or African American	12.26%	0.00%
Filipino	2.82%	0.00%
Hispanic or Latino	7.44%	0.06%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	22.58%	0.00%
White	13.64%	0.00%
English Learners	8.00%	0.24%
Foster Youth	15.00%	0.00%
Homeless	12.64%	0.00%
Socioeconomically Disadvantaged	8.24%	0.05%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.83%	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 (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	73	58	10
Mathematics	20.00	46	46	7
Science	22.00	33	49	10
Social Science	20.00	47	47	13

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	81	56	10
Mathematics	18.00	62	33	13
Science	20.00	43	42	14
Social Science	20.00	53	44	15

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	86	45	9
Mathematics	18.00	55	43	6
Science	21.00	36	50	4
Social Science	18.00	55	46	11

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	229.11

* 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)	9.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	\$18967.00	\$9676.00	\$9291.00	\$125945.00
District	N/A	N/A	\$17190.00	\$111129.00
Percent Difference – School Site and District	N/A	N/A	-59.66%	12.50%
State	N/A	N/A	\$11146.18	\$100065.00
Percent Difference – School Site and State	N/A	N/A	-18.15%	22.90%

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

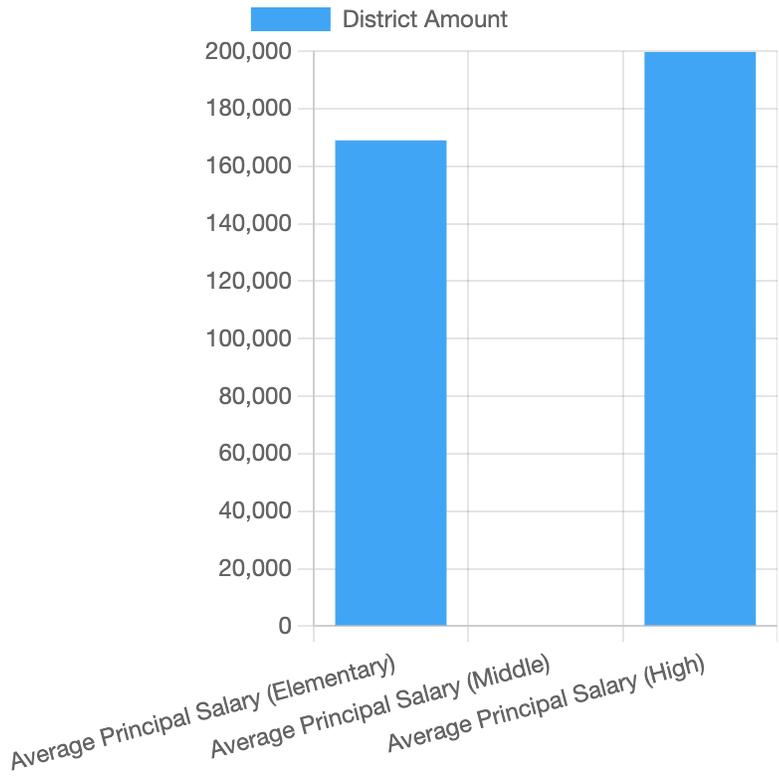
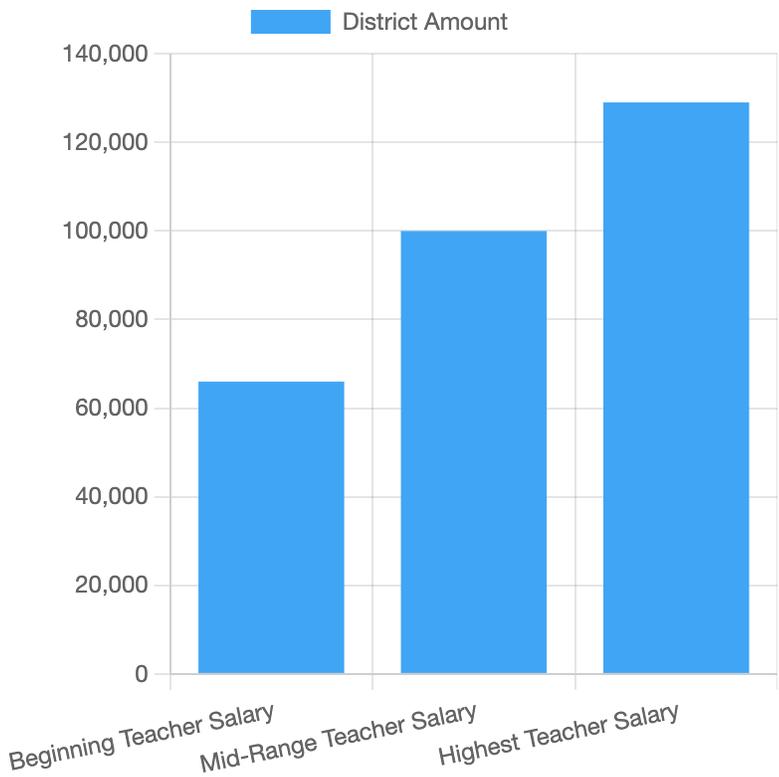
Local Control Funding Formula (LCFF) money supports students as detailed in the district’s Local Control Accountability Plan (LCAP), which is developed with input from a variety of educational partners throughout the district’s community.

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/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 26.5 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	5
Social Science	10
Total AP Courses Offered*	46

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	32	54	50