

Somerset High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 9242 East Laurel St.
Bellflower, CA , 90706-7607

Principal: Dr. Jamie Jauch, Principal

Phone: (562) 804-6548

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

Dr. Jamie Jauch, Principal

📍 Principal, Somerset High

About Our School



Welcome to Somerset High School, Home of the Saints. At Somerset, we guide and encourage our students to: Start with an open mind, Aim for positive results, Imagine success, Never stop learning, Take control of your actions, and Show respect. We hold the distinction as a California Model Continuation High School and could not be more pleased with the direction our school is heading in our pursuit to provide a quality education to all students. Our graduation rates are on the rise and we are focusing efforts on helping students conceptualize and build skills for success in the future. We affirm that if we establish and maintain meaningful and authentic relationships with all students, embrace the process of continuous improvement that entails taking advantage of professional development opportunities, do the work of Professional Learning Communities, incorporate School-wide Learner Outcomes daily, and utilize PBIS and SEL with fidelity leading to a safe culture, then our students will graduate on-time with the ability and skills to communicate effectively, think critically, work collaboratively, and lead productive lives. Together with BUSD, we are helping students build their future.

Contact

Somerset High
9242 East Laurel St.
Bellflower, CA 90706-7607

Phone: [\(562\) 804-6548](tel:5628046548)

Email: jamiejauch@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	Somerset High
Street	9242 East Laurel St.
City, State, Zip	Bellflower, CA , 90706-7607
Phone Number	(562) 804-6548
Principal	Dr. Jamie Jauch, Principal
Email Address	jamiejauch@busd.k12.ca.us
Website	http://www.busd.k12.ca.us/somerset
Grade Span	7-12
County-District-School (CDS) Code	19643031938190

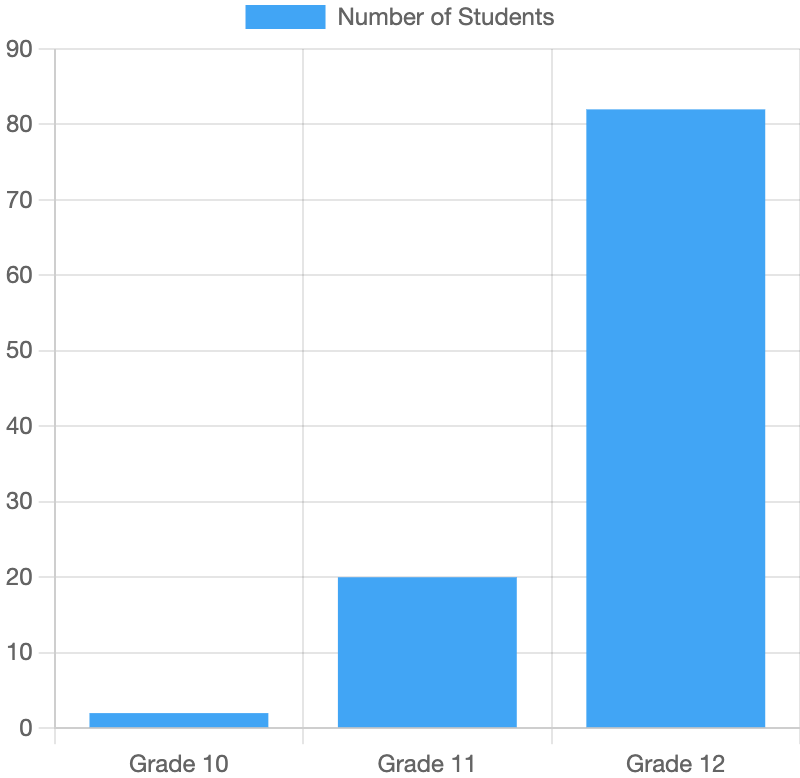
School Description and Mission Statement (School Year 2025–26)

Somerset High School, founded in 1966, is located in a suburban neighborhood within the city of Bellflower and successfully serves the alternative educational needs of high school students in the Bellflower Unified School District. The campus consists of an administrative office, a guidance center, a wellness center, a family resource center, thirteen classrooms, physical education courts, and covered lunch tables in a central quad. The school operates on a four-week BLOC system with new students attending an orientation program to improve classroom success before being scheduled into regular classes. The mission of Somerset High School is to prepare our students for on-time graduation or transfer back to their comprehensive high school. Somerset will also improve students' ability to communicate effectively, think critically, collaborate to meet learning and social goals, and show creativity in order to solve problems in their future post-secondary institution of learning or occupation. One of the key factors in Somerset's success is a commitment for continued improvement to ensure that all students succeed. At the core of our very existence is the belief and commitment of all staff members that Somerset High School is a school of second, third and fourth chances. If a student wants to succeed, they will with the school's full support.

Somerset High School's curriculum is aligned with California Common Core State Standards curriculum frameworks, equivalent to the same courses at the traditional high school, and with the school-wide learning outcomes. Somerset offers a wide range of courses that provides students with the knowledge and skills needed for a successful transition to community college, four-year university, career training, the military or the workforce. Access to Somerset's programs is open to all students without exception. Students are provided a culturally sensitive curriculum reflective of the diverse nature of our community. Students in both English and history courses read current and relevant curriculum that is diverse, engaging, and academically appropriate. English Language Learners succeed well within the classroom environment as do special education students. All students have access to the CALAPs program, Downey Federal Credit Union Bite of Reality financial program, Edgenuity virtual learning, service learning, FAFSA and college applications, Community Family Guidance Counseling, and social emotional counseling. Somerset students give back to the community through the Key Club and Leo's Club. These organizations are supported by parent clubs in the Bellflower Community. The Kiwanis and Lions clubs provide resources, mentoring, and community service opportunities for the students to grow into contributing members of the community.

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

Grade Level	Number of Students
Grade 10	2
Grade 11	20
Grade 12	82
Total Enrollment	104



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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	38.50%	English Learners	23.10%
Male	61.50%	Foster Youth	1.90%
Non-Binary	0.00%	Homeless	2.90%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	1.00%	Socioeconomically Disadvantaged	89.40%
Black or African American	14.40%	Students with Disabilities	20.20%
Filipino	2.90%		
Hispanic or Latino	73.10%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	1.90%		
White	6.70%		

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)	8.10	77.88%	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)	0.10	1.15%	6.30	1.31%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	8.75%	13.10	2.69%	11953.10	4.28%
Unknown/Incomplete/NA	1.20	12.12%	19.30	3.95%	15831.90	5.67%
Total Teaching Positions	10.40	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)	7.70	76.83%	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)	0.00	0.50%	6.40	1.32%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	12.18%	9.50	1.94%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	10.40%	18.30	3.74%	14303.80	5.15%
Total Teaching Positions	10.10	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)	7.90	78.04%	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)	0.10	1.67%	9.60	1.93%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	10.39%	9.20	1.84%	12112.80	4.34%
Unknown/Incomplete/NA	0.90	9.71%	23.40	4.66%	13705.80	4.91%
Total Teaching Positions	10.20	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	0.10	0	0.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.10	0	0.10

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	0.90	1.2	1.00
Total Out-of-Field Teachers	0.90	1.2	1.00

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)	1.1%	0%	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)	1.2%	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 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 Savvas – My World Geography 2019 Savvas - Geography, Cultural Landscape AP 2020 Savvas – World History CA 2019	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	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 25 areas including classrooms 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. 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)	26%	14%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	0%	2%	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	47	44	93.62%	6.38%	13.64%
Female	13	12	92.31%	7.69%	8.33%
Male	34	32	94.12%	5.88%	15.63%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	29	90.63%	9.37%	6.90%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	10	90.91%	9.09%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87%	5.13%	8.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	18.18%

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	47	44	93.62%	6.38%	2.27%
Female	13	12	92.31%	7.69%	0.00%
Male	34	32	94.12%	5.88%	3.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	29	90.63%	9.37%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	10	90.91%	9.09%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87%	5.13%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	0.00%

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)	5.47%	5.26%	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	99	95	95.96%	4.04%	5.26%
Female	39	37	94.87%	5.13%	2.70%
Male	60	58	96.67%	3.33%	6.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	16	15	93.75%	6.25%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	71	68	95.77%	4.23%	1.47%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	18	94.74%	5.26%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	87	97.75%	2.25%	2.30%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	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.

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	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

SHS CTE Pathways

Cabinetry, Millwork, and Woodworking (Woodworking)

Engineering Design (Computer Assisted Drafting)

Graphic Production Technologies

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	112
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19.2%
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	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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)

Somerset High School's mandatory parent/student intake orientation session introduces parents to the school's programs and informs parents how they can become involved in school activities. Parents are asked and encouraged to serve on the School Site Council, School Safety Committee, Parent Advisory Committee, English Language Advisory Committee or the District English Learner Advisory Committee. Parents also have the opportunity to engage with the school at Back-to-School Night, Vision Night, Awards Ceremonies and through visiting our Family Resource Center. Phone calls by school leadership are made in order to solicit involvement in activities and to promote student success. Furthermore, parents have been encouraged by school leadership to take an active role in their child's education by visiting classrooms and being visible on campus during school hours.

State Priority: Pupil Engagement

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

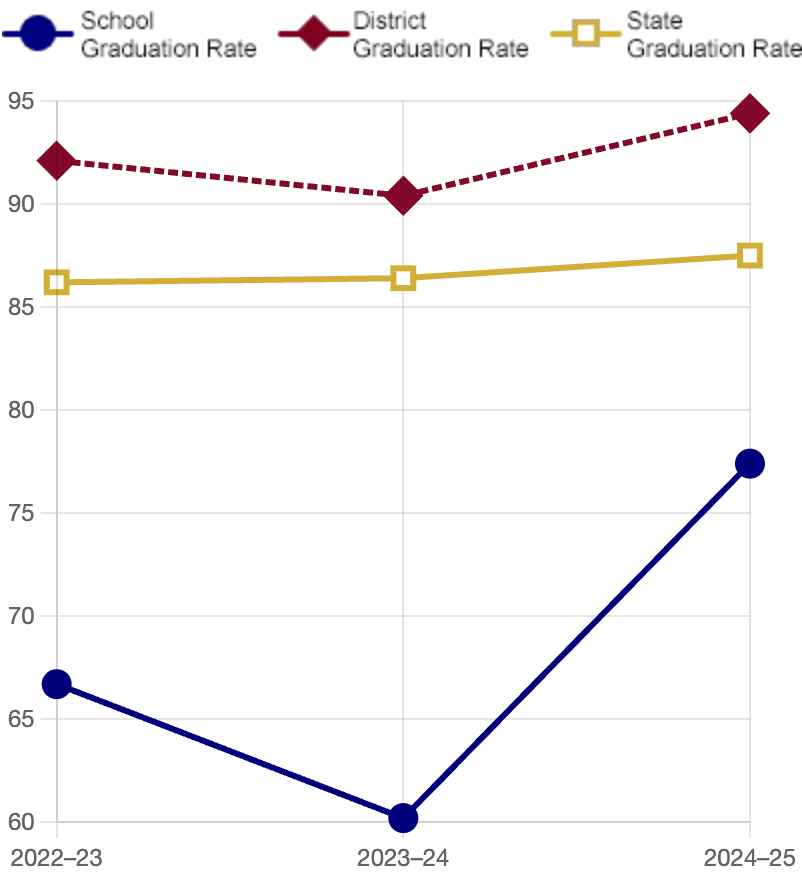
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

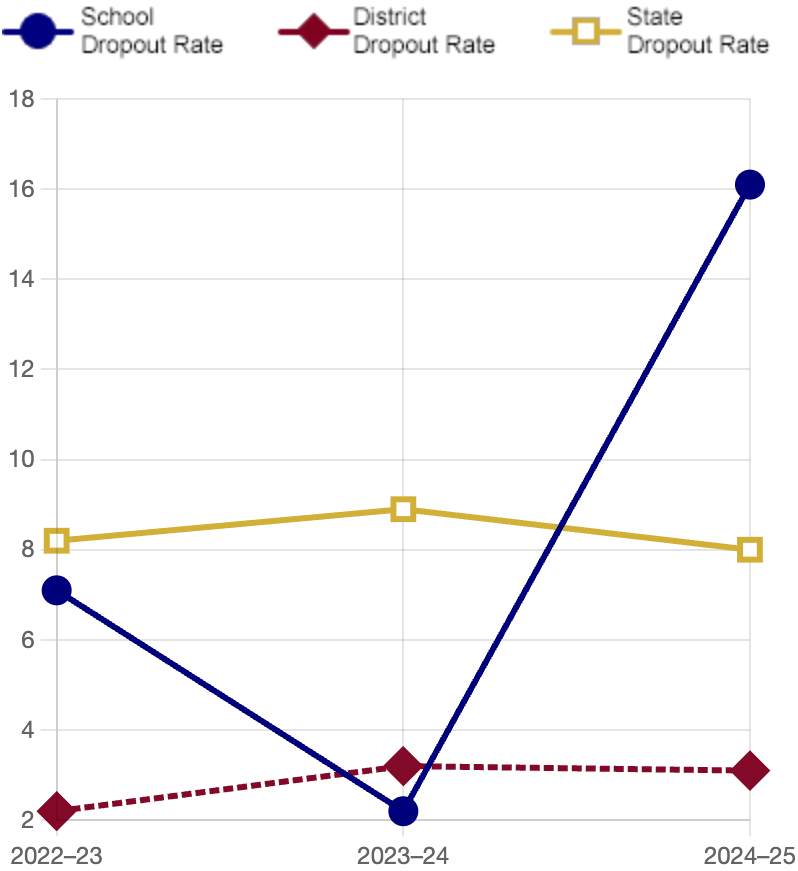
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	66.7%	60.2%	77.4%	92.1%	90.4%	94.4%	86.2%	86.4%	87.5%
Dropout Rate	7.1%	2.2%	16.1%	2.2%	3.2%	3.1%	8.2%	8.9%	8.0%

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



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	62	48	77.4%
Female	24	19	79.2%
Male	38	29	76.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	41	32	78.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	14	11	78.6%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	60	46	76.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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	169	141	89	63.1%
Female	66	50	31	62.0%
Male	103	91	58	63.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	24	21	12	57.1%
Filipino	--	--	--	--
Hispanic or Latino	122	101	67	66.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	--	--	--
English Learners	42	33	23	69.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	149	127	84	66.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	32	21	65.6%

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	9.02%	2.38%	2.96%	5.32%	4.28%	4.67%	3.60%	3.28%	2.94%
Expulsions	0.41%	0.00%	0.00%	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	2.96%	0.00%
Female	0.00%	0.00%
Male	4.85%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	4.17%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.46%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	7.69%	0.00%
English Learners	2.38%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.68%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.94%	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.

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	3.00	38	0	0
Mathematics	4.00	20	0	0
Science	4.00	23	0	0
Social Science	3.00	34	0	0

* 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	3.00	48		
Mathematics	2.00	16		
Science	2.00	23		
Social Science	4.00	27		

* 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	2.00	47		
Mathematics	3.00	18		
Science	3.00	13		
Social Science	2.00	42		

* 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*	113

* 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	\$36047.00	\$11340.00	\$24707.00	\$88685.00
District	N/A	N/A	\$17190.00	\$111129.00
Percent Difference – School Site and District	N/A	N/A	35.88%	-22.46%
State	N/A	N/A	\$11146.18	\$100065.00
Percent Difference – School Site and State	N/A	N/A	75.65%	-12.06%

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:

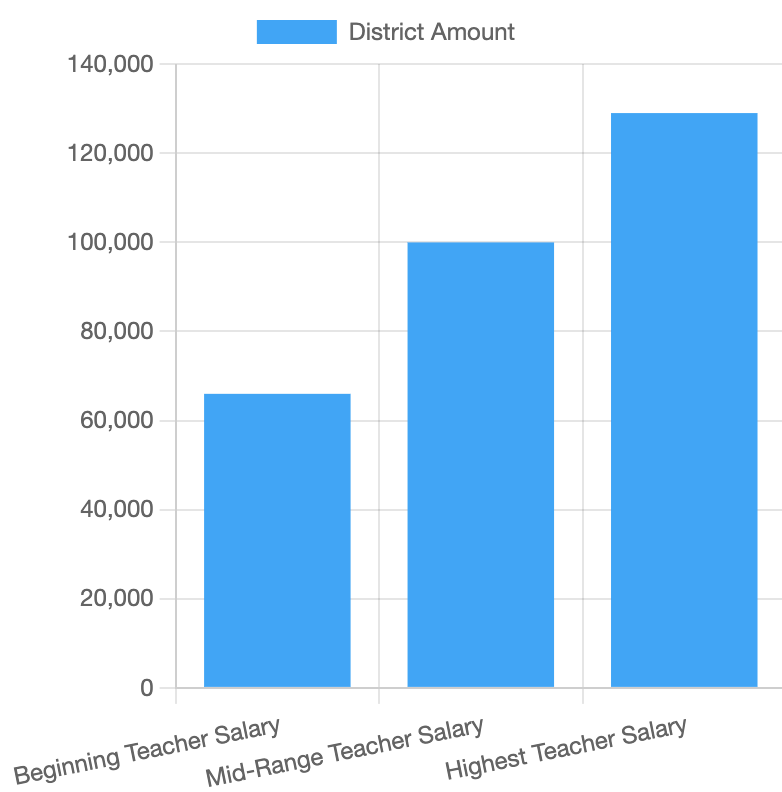
- After School Education and Safety (ASES) (Proposition 49)
- Lottery: Instructional Materials
- School Based Medi-Cal Billing Options
- Special Education
- Title I, II, III, and IV

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.

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	32	25	16