

Montebello Unified School District Bell Gardens High School

Grades 9 through 12
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2016-17 School Accountability Report Card *Published January 2018*

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Principal's Message

On behalf of the Lancer Family, I present the School Accountability Report Card to our parents, alumni and community members. I am very proud of the work that we have completed to improve the level of rigor for our students. Our school's vision statement guides us to prepare all of our students to be successful leaders and contributors to society. Our mission is to successfully graduate all students and make them college and career ready. Our staff and other school personnel work very hard to make this come true for each of our students.

This year will once again be a year filled with exciting athletic and academic events for all of our students. Our status as a National Demonstration School for AVID, receiving the California School Boards Association Golden Bell Award and receiving the Constitutional Rights Foundation Model School Award are some examples of the quality of instruction provided for our students. During 2014-15 we received our WASC review and were granted a six year accreditation. We are proud of our school and its accomplishments.

On behalf of our students at our great school, I invite you to visit us and see the great things that we are doing for our students. At BGHS we work collaboratively with our students and parents to offer the most challenging and rigorous programs for our fine students. We are currently using the Data Teams Process to implement the Common Core State Standards in the classroom and to monitor student success.

We look forward to continuing to work as a team with all stakeholders to ensure that our students leave BGHS college and career ready.

Mission Statement

Bell Gardens High School will graduate students who are critical thinkers, innovative creators, articulate communicators, and effective collaborators.

School Vision

Bell Gardens High School in partnership with students, staff and the community:

- Values a school climate which promotes a culture of respect perseverance, and cariño.
- Believes students can be educated through student-driven activities which develop literacy skills and analyze current societal thinking.
- Is committed to providing an academic environment which supports students in the completion of the "a-g" college requirements.

School Profile

Bell Gardens High School is located in the northern region of Bell Gardens and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2016-17 school year, 2899 students were enrolled, including 11% in special education, 21.8% qualifying for English Language Learner support, and 93.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	0.00%	Grade 9	694
Amer. Indian or Alaskan Native	0.20%	Grade 10	783
Asian	0.00%	Grade 11	741
Filipino	0.00%	Grade 12	681
Hisp. or Latino	99.30%	Ungraded	0
Pacific Islander	0.00%		
Caucasian	0.40%		
Multi-Racial	0.10%		
Students with Disabilities	11.00%		
Socioeconomically Disadvantaged	93.20%		
English Learners	21.80%		
Foster Youth	0.80%		
Total Enrollment			2,899

Student Achievement

Physical Fitness

In the spring of each year, Bell Gardens High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	22.0	20.9	17.2

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

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Bell Gardens High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	BGHS	MUSD
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
No. of Schools Currently in Program Improvement		22
% of Schools Currently in Program Improvement		78.6%

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Bell Gardens High School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	50	44	34	34	48	48
Mathematics (grades 3-8 and 11)	16	13	19	20	36	37

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

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	714	679	95.10	43.74
Male	338	321	94.97	37.69
Female	376	358	95.21	49.16
Amer. Indian or Alaskan Native	--	--	--	--
Hisp. or Latino	712	677	95.08	43.72
English Learners	197	185	93.91	10.81
Socioeconomically Disadvantaged	658	629	95.59	43.56
Students with Disabilities	94	81	86.17	14.81

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	714	674	94.40	12.91
Male	338	319	94.38	12.23
Female	376	355	94.41	13.52
Amer. Indian or Alaskan Native	--	--	--	--
Hisp. or Latino	712	672	94.38	12.80
English Learners	197	184	93.40	3.26
Socioeconomically Disadvantaged	658	625	94.98	12.96
Students with Disabilities	94	81	86.17	4.94

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Bell Gardens High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	40	33	43	40	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

The number of students tested includes students that did not receive a score; 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 students with scores.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropouts*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, Blackboard (automated message delivery system), the school marquee, and the school website. Contact Julio Robledo at (323) 826-5151 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Fundraising Activities
Classroom Volunteer

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Compensatory Education Advisory Committee

School Activities

Student Orientation
Student Performances
Parent Workshops
AVID Parent Meetings/Workshops
Counselor Parent Workshops

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bell Gardens High School's original facilities were built in 1947; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and five evening custodians are assigned to Bell Gardens High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1947
Acreage	24.8
Square Footage	-
	Quantity
Permanent Classrooms	105
Portable Classrooms	10
Restrooms (sets)	7
Cafeteria	1
Auditorium	1
Computer Lab	1
Football/Soccer Stadium	1
Gymnasiums	2
Science Labs	12
Softball Field	1
Special Education Rooms	9
Staff Lounges	4
Utility Field	1

Facilities Inspection

The district's maintenance department inspects Bell Gardens High School on an annual basis in accordance with Education Code §17592.72(c)(1). Bell Gardens High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, November 22, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, November 22, 2017			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Room 318 - Plaster damage on wall
(C)	Room 315 - Excessive clutter in the lab storage area
(D)	Rooms 418, 423, 412, 108, 114, 111, and 206 - Lights out

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus resource officers patrol the campus, entrance areas, and designated common areas. Administrators and campus resource officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and campus resource officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Bell Gardens High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Bell Gardens High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2017.

Classroom Environment

Discipline & Climate for Learning

Bell Gardens High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	14-15	15-16	16-17
		BGHS	
% Students Suspended	3.7	4.6	2.8
% Students Expelled	0.0	0.0	0.0
	MUSD		
% Students Suspended	3.0	2.8	2.4
% Students Expelled	0.0	0.0	0.0
	California		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	13.0	223	46	
Mathematics	14.0	158	55	
Science	16.0	112	66	
Social Science	13.0	140	34	2
	2015-16			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
	English	13.0	223	46
Mathematics	14.0	158	55	
Science	16.0	112	66	
Social Science	13.0	140	34	2
	2016-17			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
	English	25.0	46	11
Mathematics	28.0	26	13	59
Science	32.0	13	7	63
Social Science	29.0	19	9	57

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Dropouts

Bell Gardens High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences and counseling. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2015-16 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	BGHS		
	13-14	14-15	15-16
	Dropout Rate	5.6%	4.5%
Graduation Rate	90.8%	92.3%	89.2%
	MUSD		
	13-14	14-15	15-16
	Dropout Rate	5.4%	6.3%
Graduation Rate	88.0%	87.1%	87.7%
	California		
	13-14	14-15	15-16
	Dropout Rate	11.5%	10.7%
Graduation Rate	81.0%	82.3%	83.8%

Graduation Requirements

Students must accumulate 220 course credits to receive a high school diploma from Bell Gardens High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school, and contract independent study for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Bell Gardens High School. The following table illustrates the percentage of students graduating from Bell Gardens High School who have met district graduation requirements.

Completion of High School Graduation Requirements Graduating Class of 2016			
	BGHS	MUSD	State
All Students	85.77%	80.67%	87.11%
African-Amer.	100.00%	88.89%	79.19%
Amer. Indian or Alaskan Native	100.00%	100.00%	80.17%
Asian	.00%	88.24%	94.42%
Filipino	.00%	100.00%	93.76%
Hisp. or Latino	85.94%	80.50%	84.58%
Pacific Islander	100.00%	100.00%	86.57%
Caucasian	.00%	72.92%	90.99%
Multi-Racial	.00%	66.67%	90.59%
English Learners	55.36%	47.01%	55.44%
Socioeconomically Disadvantaged	85.57%	81.00%	85.45%
Students with Disabilities	66.07%	58.36%	63.90%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Bell Gardens High School revolve around the California State Standards. During the 2016-17 school year, Bell Gardens High School held staff development training devoted to:

- AVID
- Data Team Process
- Center for Math and Science Testing (CMAST)
- Common Formative Assessments
- Powerful Teaching Strategies
- College and Career Pathways

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Bell Gardens High School supports ongoing professional growth throughout the year during weekly after school meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Bell Gardens High School's teachers attended the following events hosted by the Montebello Unified School District:

- Math Training
- Science Training
- Spanish Assessments Training
- Common Core State Standards Training
- English Language Arts Training

Bell Gardens High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Bell Gardens High School are aligned to the California State Standards. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, October 19, 2017, the Montebello Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 12(2017-2018) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Montebello Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
English Language Arts			
2013	Bedford/St. Martin's, <i>The Language of Composition</i>		0 %
2017	Houghton Mifflin Harcourt, <i>Collections</i>		0 %
2006	National Geographic / Hampton Brown, <i>EDGE</i>		0 %
2016	Pearson, <i>The Longman Reader</i>		0 %
2002	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>		0 %
2007	Prentice Hall, <i>Literature: An Intro to Reading and Writing</i>		0 %
2003	Prentice Hall, <i>Literatures of Latin America</i>		0 %
2003	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>		0 %
2009	Scholastic, Inc., <i>Read 180</i>		0 %
Foreign Languages			
1993	Amsco School Publishing, <i>Segundo Libro 2nd Edition (Spanish 2 yrs)</i>		0 %
1997	Amsco School Publishing, <i>Spanish First Year</i>		0 %
2009	Cheng & Tsui Company, <i>Integrated Chinese</i>		0 %
2003	EMC Paradigm, <i>Hai, Ima EMC Paradigm Publishing, 2003</i>		0 %
2016	EMC Paradigm, <i>Ima 1! & Ima 2! Text, EMC Paradigm Publishing</i>		0 %
2004	Glencoe, <i>Tesoro Literario</i>		0 %
2004	Heinle & Heinle, <i>Civilizacion y Cultura</i>		0 %
2003	Holt, <i>Nuevas Vistas - Curso Dos</i>		0 %

2003	Holt, <i>Nuevas vistas curso uno</i>	0 %
2003	Holt, Rinehart and Winston, <i>Allez-vien 1, 2 & 3</i>	0 %
1992	Longman, <i>Une Fois Pour Toutes Deuxieme Ed</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2004	McDougal Littell, <i>En Espanol 1 & 2</i>	0 %
2004	McDougal Littell, <i>En Espanol Cuatro, Gahala, Carlin, Heinning-Boynnton</i>	0 %
2004	McDougal Littell, <i>En Espanol Tres, Gahala, Carlin, Heinning-Boynnton</i>	0 %
2013	Pearson, <i>Reflexions</i>	0 %
1998	Scott Foresman Addison Wesley, <i>Encuentro Maravillosos: Gramatica A traves</i>	0 %
2014	Vista Higher Learning, <i>Temas (AP Spanish)</i>	0 %
History-Social Science		
2016	Cengage Learning, <i>The American Pageant, 16th Edition</i>	0 %
2005	Constitutional Rights Foundation, <i>Criminal Justice in America 4th Edition</i>	0 %
2012	Constitutional Rights Foundation, <i>Criminal Justice in America 5th Edition</i>	0 %
2006	Downey, <i>American Civics and Government</i>	0 %
2006	Holt McDougal, <i>McDougal Littell World History: Patterns of Interaction</i>	0 %
2005	Houghton Mifflin, <i>Earth and It's People</i>	0 %
2006	Kennedy, <i>American Pageant</i>	0 %
2005	McConnell, <i>Economics</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	McGraw Hill, <i>American History</i>	0 %
2017	McGraw Hill, <i>AP West in the World</i>	0 %
2008	McGraw Hill, <i>Traditions & Encounters</i>	0 %
2007	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>Sociology 11th Edition</i>	0 %
2006	Prentice Hall, <i>Economics</i>	0 %
2006	Prentice Hall, <i>Government by the People</i>	0 %
Mathematics		
2007	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2008	Holt, Rinehart and Winston, <i>Algebra I</i>	0 %
2007	Houghton Mifflin, <i>Algebra and Trigonometry</i>	0 %
2008	Houghton Mifflin, <i>Calculus Graphical, Numerical Algebraic</i>	0 %
2006	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2007	Houghton Mifflin Company, <i>PreCalculus with Limits</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2008	Pearson Prentice Hall, <i>elementary Statistics-Picturing the World</i>	0 %
2008	Pearson Prentice Hall, <i>Geometry</i>	0 %
2006	Pearson Prentice Hall, <i>Precalculus Enhanced with Graphing Utilities</i>	0 %
2008	Prentice Hall, <i>Calculus: Graphical, Numerical, Algebraic</i>	0 %
2008	WH Freeman and Company, <i>The Practice of Statistics</i>	0 %
Science		
2007	Cengage Learning, <i>Essentials of College Physics</i>	0 %
2012	Cengage Learning, <i>Living in the Environment</i>	0 %
2012	EMC Publishing, <i>Biology: Concepts and Connections</i>	0 %
2009	Glencoe/McGraw-Hill, <i>Chemistry Matter and Change</i>	0 %
2007	Holt, Rinehart and Winston, <i>Modern Biology</i>	0 %
2007	Houghton Mifflin, <i>Chemistry</i>	0 %
2016	Kirkpatrick/Francis, <i>Physics: A World View</i>	0 %

	<i>6th ed.</i>	
2008	McDougal Littell, <i>Biology</i>	0 %
2007	McGraw Hill, <i>Marine Biology</i>	0 %
2008	McGraw Hill/Glencoe, <i>Biology 8th Edition</i>	0 %
2016	McGraw Hill/Glencoe, <i>Physical Geology, Earth Revealed 7th Ed.</i>	0 %
2012	Pearson Prentice Hall, <i>Biotechnology/Science for the New Millennium</i>	0 %
2006	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2005	Pearson Prentice Hall, <i>Physics, 6th Edition</i>	0 %
2007	Pearson/Addison Wesley, <i>Conceptual Integrated Science</i>	0 %
2009	Pearson/Benjamin Cummings, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2009	Pearson/Benjamin Cummings, <i>Fundamental of Anatomy and Physiology, 8th Ed.</i>	0 %
2006	Pearson/Benjamin Cummings, <i>Fundamentals of Anatomy & Physiology, 7th Edition</i>	0 %
2005	Prentice Hall, <i>Advanced Physics; Principles with Applications</i>	0 %
2008	Prentice Hall, <i>Environment: The Science Behind the Stories</i>	0 %
2006	Thomas Learning/Brooks Cole, <i>Principles of Physics: A Calculus Based Text</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	95.8
2015-16 Graduates who completed all courses required for UC/CSU admission	37.8

Advanced Placement

In 2016-17, Bell Gardens High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2016-17		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All Courses	17	33.9

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

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Bell Gardens High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Bell Gardens High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Automotive Technology
- Building Construction
- Child Development
- Clothing and Textiles
- Computer Technology
- First Responder
- Food & Nutrition
- Globally Responsible Environmental Education Network (GREEN)
- Keyboarding
- Parenting
- iCARE: Innovative Child Development Academic Resources for Family Education
- CHOP: Culinary Arts Hospitality Opportunities Program

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

During the 2016-17 school year, Bell Gardens High School offered the following career technical education programs as elective courses:

- Child Care
- Auto Repair
- Building Technology
- Business Office Technology
- Computer Graphics Design
- Computer Information Technology
- Financial Services
- Health Career Pathways (Multi-skilled Nurse Asst./Emergency Med. Responder)
- Retail Sales Marketing/Merchandising
- Business Office CVE
- Food Services Management CVE
- Retail Sales CVE

Bell Gardens High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Bell Gardens High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2016-17

Total number of students participating in CTE programs	1368
Percentage of students completing CTE program and earning a high school diploma	82.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	96.0 %

Professional Staff

Counseling & Support Staff

Bell Gardens High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Bell Gardens High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17

	No. of Staff	
	Staff	FTE
Academic Counselor	7	7.0
Library Media Clerk	2	2.0
Psychologists	2	2.0
Adaptive PE	1	1.0
Health Assistant	1	1.0
Nurse	1	0.2
Speech/Language/Hearing Specialist	1	0.5
Counselor-to-Student Ratio: 1:414		

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

Teacher Assignment

During the 2016-17 school year, Bell Gardens High School had 107 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments

	BGHS			MUSD
	15-16	16-17	17-18	17-18
Total Teachers	113	107	106	1060
Teachers with full credentials	113	107	106	1060
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	4	4	4	22
Teacher misassignments for English learners	1	0	0	0
Total teacher misassignments	1	0	0	0
Vacant teacher positions	0	0	0	0

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

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	MUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$44,070
Mid-Range Teacher Salary	\$77,730	\$73,555
Highest Teacher Salary	\$100,130	\$95,850
Superintendent Salary	\$265,000	\$264,457
Average Principal Salaries:		
High School	\$143,330	\$138,175
Percentage of Budget:		
Teacher Salaries	34%	35%
Administrative Salaries	6%	5%

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

Expenditures Per Student

For the 2015-16 school year, Montebello Unified School District spent an average of \$11,432 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Montebello Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Career Pathways Trust
- Department of Rehabilitation
- Education Protection Account
- Head Start Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	BGHS	MUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$5,543	N/A	N/A	N/A	N/A
Restricted	\$400	N/A	N/A	N/A	N/A
Unrestricted	\$5,143	\$5,365	95.87	\$6,574	78.24
Average Teacher Salary	\$94,360	\$83,736	112.69	\$79,228	119.10

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Bell Gardens High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Bell Gardens High School's SARC and access the internet at any of the county's public libraries. The closest public library to Bell Gardens High School is Cudahy Library, a branch of County of Los Angeles Public Library.

Address: 5218 Santa Ana St., Cudahy
 Phone Number: (323) 771-1345
 WebSite: <http://www.colapublib.org>
 Number of Computers Available: 12

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Montebello Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2018.