California Department of
EDUCATION

» Bert Corona Charter

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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.

Kevin Myers, Executive Administrator

- Principal, Bert Corona Charter

Kevin Myers, Executive Administrator

- Principal, Bert Corona Charter

About Our School

Bert Corona Charter School is a small school located in the Northeast San Fernando Valley. The educational focus of Bert Corona Charter School is to prepare students for success in high school and the university by providing a rich learning environment inside and outside the classroom. We specialize in service-learning, project-based learning, and technology integration. We seek to instill in every student the desire to be college-ready, an active citizen, and a lifelong learner.

Our staff is committed to your children and family. It is our goal to involve all stakeholders, students, parents, and the community in every aspect of the educational experience. Bert Corona will sponsor parent and community events each month that will support our families to learn and grow. As a public charter school of choice, Bert Corona Charter School truly is our school!

It is our sincere desire that your experience at Bert Corona Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community. Together, we can help our children achieve their dreams. Welcome to the Bert Corona Charter School Family!

Kevin Myers, Executive Administrator

Principal's Comment

Bert Corona Charter School is a small shool located in the Northeast San Fernando Valley. The educational focus of Bert Corona Charter School is to prepare students for success in high school and the university by providing a rich learning environment inside and outside the classroom. We specialize in service learning, project-based learning, and technology integration. We seek to instill in every student the desire to be college ready, an active citizen, and a life long learner. Our staff is committed to your children and family. It is our goal to involve all stakeholders, students, parents and the community in every aspect of the educational experience. Bert Corona will sponsor parent and community events each month that will support our families to learn and grow. In order to make the various opportunities we offer our community to flourish, we expect all parents and students to take ownership of their school. As a public charter school of choice, Bert Corona Charter School truly

Contact

Bert Corona Charter
9400 Remick Ave.
Pacoima, CA 91331-4223

Phone: 818-834-5805
Email: mrmyers@coronacharter.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020–2021)

School Name	Bert Corona Charter
Street	9400 Remick Ave.
City, State, Zip	Pacoima, Ca, 91331-4223
Phone Number	818-834-5805
Principal	Kevin Myers, Executive Administrator
Email Address	mrmyers@coronacharter.org
Website	http://bccs.ypics.org/
County-District-School (CDS) Code	19647330106872

Last updated: 1/28/2021

School Description and Mission Statement (School Year 2020–2021)

Our Why:
We believe that a high quality, rigorous education is the great equalizer that provides access and opportunities for our students, families, and communities.

We believe in our communities.
We believe in our team.
We believe in our families.
We believe in our students.

Our How: actions you take to realize the belief
We TEACH

- academic mastery,

- social-emotional skills (development),

- technology literacy

- growth mindset.

We EMPOWER our community:

- through authentic learning experiences,

- by building social-emotional awareness,

- through continuous professional learning,

- by providing equitable access,

- to be advocates.

We LEAD

- by engaging in community activism,

- by exploring technological solutions to real-world problems,

- by developing leaders through continuous learning.

Our What: the results of those actions

- Our students will be:

- college-ready,

- active citizens,

- life long learners.

Our parents will be advocates for
their families,
their communities.

Our team will be:
able to use data to learn and grow,
able to support our students, families, and communities to grow and learn,
innovative leaders.

Approach:
YPICS looks at the needs of students through a parent's lens. As parents, we have hopes and dreams for our children. Our schools are focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and the environment in a public school setting. Children are the focus of our families, and therefore are the primary focus of our schools. Families are the building block of a community. By lifting families, we can build strong communities.

Last updated: 1/28/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	22	120	112	116	370
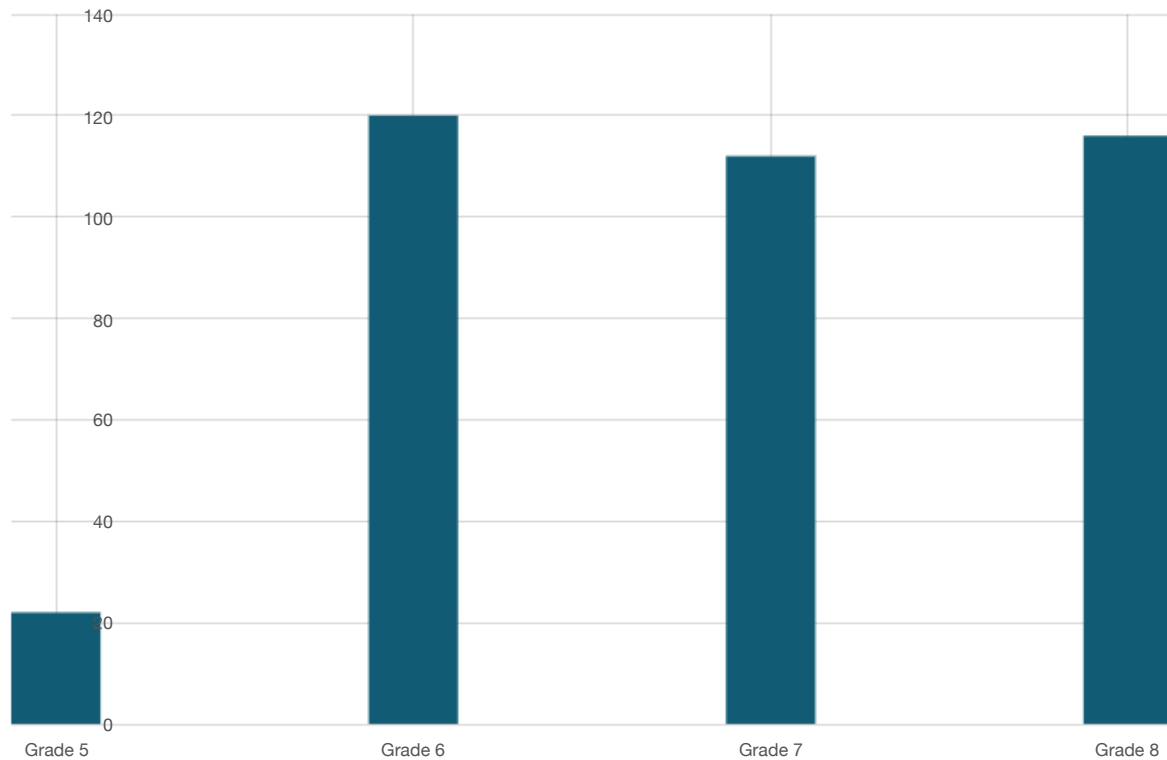
Last updated: 1/28/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawa
Percent of Total Enrollment	0.50 %	%	%	%	98.10 %	

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	84.10 %	24.90 %	18.40 %	0.30 %	%

# State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	13	13	12	
Without Full Credential	6	5	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
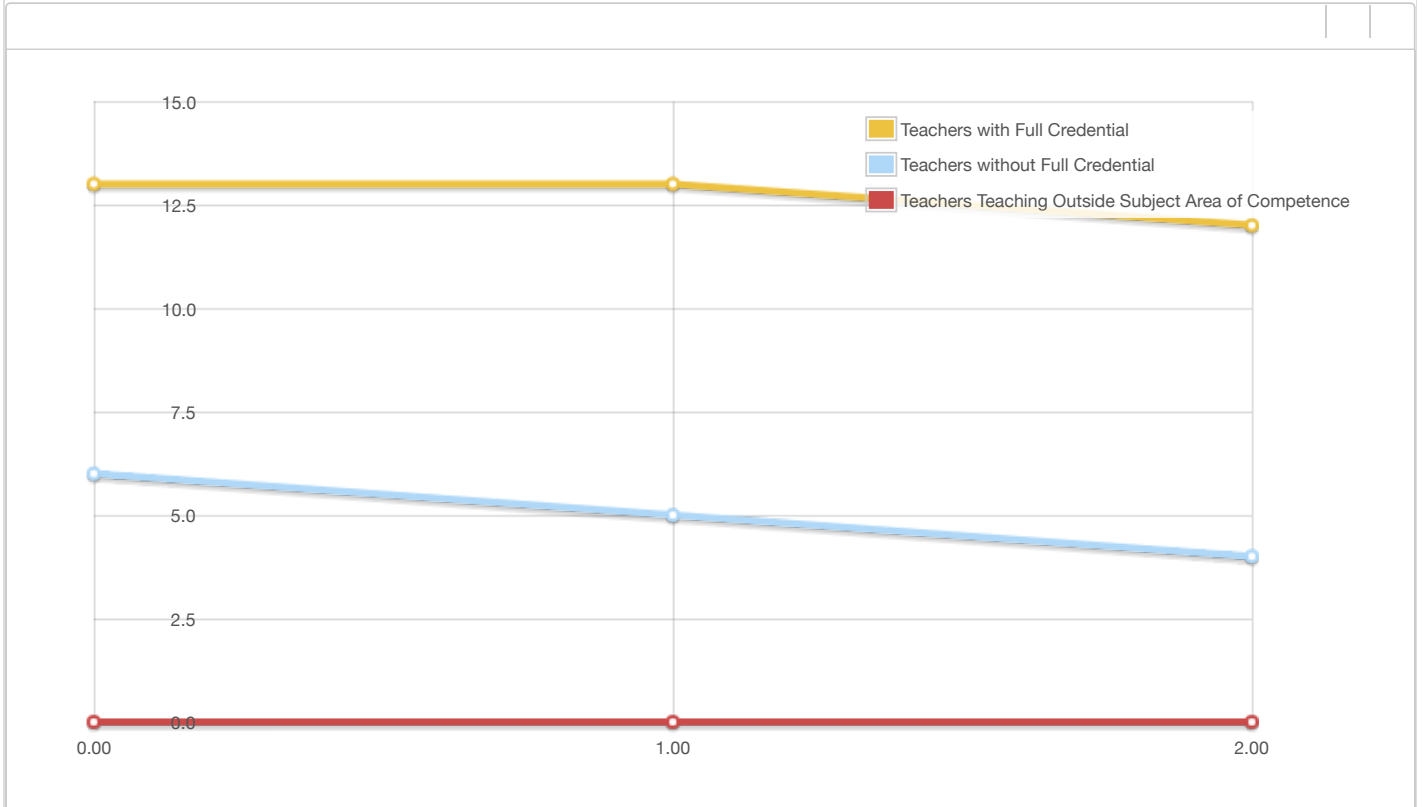
Last updated: 1/28/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0
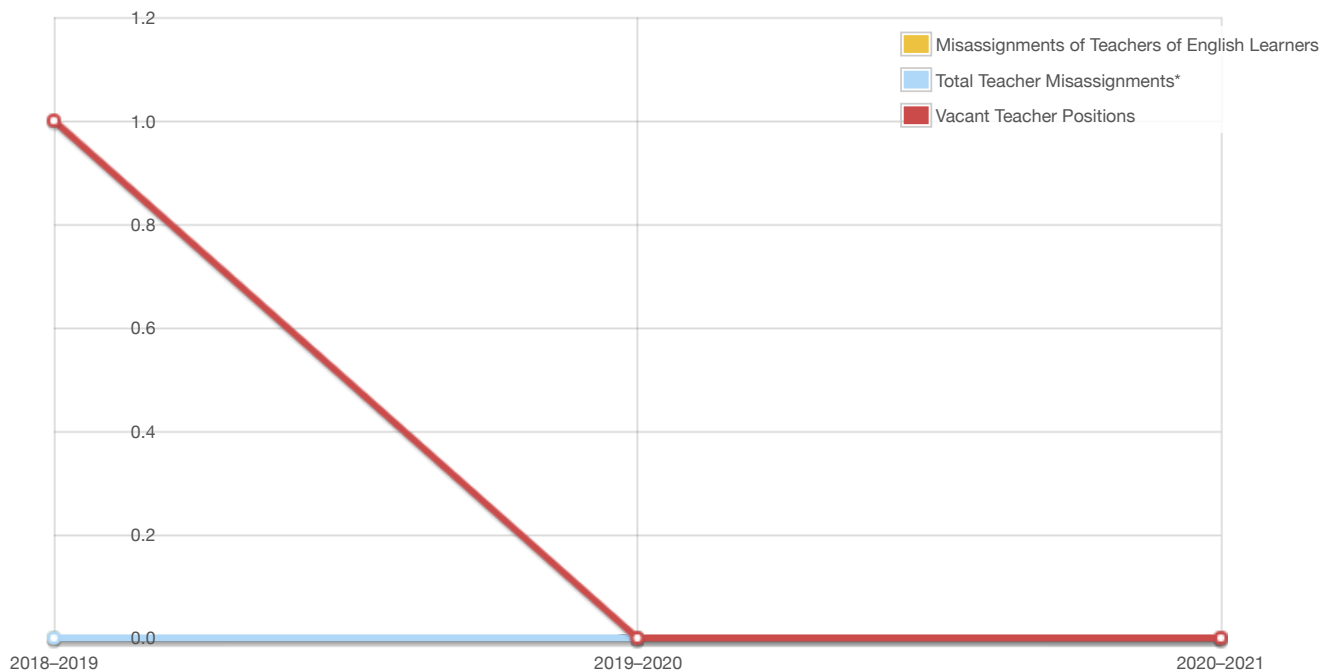
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For reading language arts, we use several different resources. We have grade-level novels (3 per grade level) that teachers use to teach language, reading, and writing skills. Each student has a copy of each book. We also provide access to all students on iReady, an online program focused on differentiated reading skills and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.00 %
Mathematics	For math, we use the Ready Mathematics program for all grade levels.	Yes	0.00 %
Science	We recently moved to an integrated model for middle school under NGSS. All teachers and students have access to resources from Kessler Science.	Yes	0.00 %
History-Social Science	For history and social studies, we utilize the TCI History Alive resources for all grade levels. Each student has access both at school and at home.	Yes	0.00 %
Foreign Language	N/A		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	N/A		0.00 %
Visual and Performing Arts	Students use Adobe programs including Photoshop, Illustrator, and InDesign. Students use Apple computers, Canon DSLR cameras, XP-pen tablets, and Roland and Epson printing products to create final products.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2021

School Facility Conditions and Planned Improvements

The school buildings are bungalows. Repairs are made as necessary each year. All air conditioners were replaced in the 17-18 school year. The carpet in the classrooms is being replaced with vinyl floors as needed. The sports field is reseeded two times a year (summer and winter). Due to the pandemic, the following work is being completed:
1) three additional outdoor wash stations are being added (one for each grade level),
2) touchless fixtures are being added to all restrooms,
3) portable air purification systems are being added to all classrooms and offices,
4) floor mounted electrical and data ports are being added to all classrooms to support computer use in the classrooms.

Last updated: 1/28/2021

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: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Flooring in rooms 6 and 7 being updated from carpet to vinyl.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Main office panel upgraded with surge protection. All classrooms are getting additional floor-mounted data and electrical ports.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Staff and student bathrooms being updated to touchless fixtures.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Windows on rooms 6 and 7 are being updated for weatherproofing.

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary

Last updated: 1/28/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	11.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the

total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/28/2021

total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/28/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/28/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/28/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	6	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/28/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/28/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/28/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Parent engagement is a hallmark of BCCS. in a typical school year, parents have ample opportunity to engage in all areas, and we encourage parents to participate in all school initiatives. Our school calendar is filled with weekly trainings and opportunities for parents to come to the school and engage with teachers, administrators, staff, and community partners. Our goal is to engage our parents as partners, not as mere participants or bystanders in their child's education. To accomplish this, we have opportunities for parents to engage beyond meetings. Each month parents participate in Parent Advisory meetings, School Advisory Council meetings, parent leadership meetings. We are also focused on training our parents on the same topics and initiatives our staff are trained on so they can provide feedback as we implement. We encourage our parents to come for observational rounds to provide feedback from a parent's lens on what is going on in our classrooms. We have many events throughout the year when parents can come and engage with their kids in academic topics and activities. One example is our annual CASA project, a service-learning project our kids participate in through a partnership with UnidosUS. The parents participate all along the way to help kids identify issues within the community they would like to address and then the kids develop projects that help educate others and address those community needs. Finally, we partner frequently with CCSA to help our parents engage in advocacy work for their school, the charter school movement in Los Angeles, and across the state.

The 2020-21 school year has been a bit more challenging because of our stay at home orders and decision to implement distance learning. However, our parents still have the opportunity for online training sessions and support services. Despite the pandemic, parental involvement and support remain hallmarks and areas of focus for our service to the community.

Last updated: 1/28/2021

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	0.00%	0.00%	0.00%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
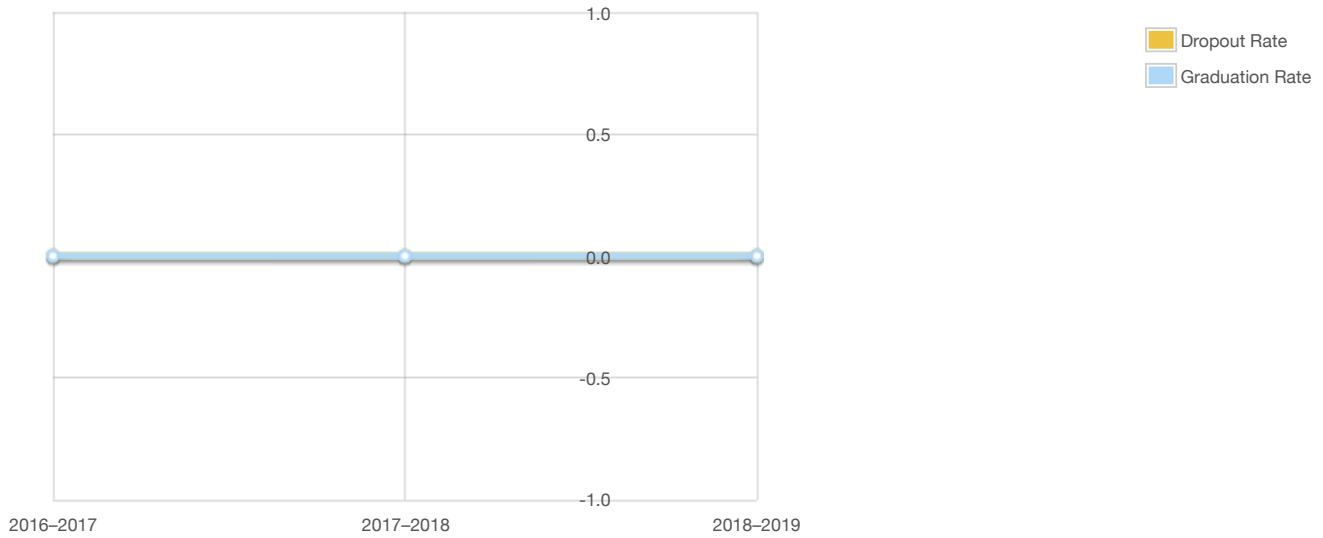
Last updated: 1/28/2021

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
(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
6.70%	0.00%
6.20%	0.00%
0.80%	0.00%
0.70%	0.00%
3.50%	0.10%
3.50%	0.10%

Rate

School
2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	4.70%	0.00%
District 2019–2020	--	--
	2.50%	0.10%

~~2018–2019~~ **State 2019–2020**

State 2017–2018

State 2018–2019

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/28/2021

School Safety Plan (School Year 2020–2021)

BCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes
44237, 45125.1, and 45122.1. All city building codes are followed. When we are on campus during a traditional school year, we have 4 campus supervision aids who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices, and supply areas, as well as a video surveillance system. New security gates have recently been installed. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certificated teachers and/or by paraprofessionals. We have a specific supervision plan that ensures students are supervised in all parts of the school throughout the day. All of our staff members are first aid and CPR certified. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file.

Last updated: 1/28/2021

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

K	1	2	3	4	5	6	Other**
					25.00	28.00	
						2	
					3		
						24	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

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

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size						22.00	21.00	16.00
Number of Classes * 1-20						3	18	5
Number of Classes * 21-32							16	1
Number of Classes * 33+							2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/28/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	25.00	25.00	25.00
Number of Classes * 1-22	5	4	4	4
Number of Classes * 23-32	13	5	5	5
Number of Classes * 33+				

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	22.00	27.00	27.00	27.00
Number of Classes * **1-22**	8	1	1	1
Number of Classes * **23-32**	14	8	8	8

Number of Classes *
33+

* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	25.00	25.00	38.00
Number of Classes * **1-22**	9	1	1	1
Number of Classes * **23-32**	8	8	8	4
	4			4

Number of Classes *
33+

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

Last updated: 1/28/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

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

Last updated: 1/28/2021

Student Support Services Staff (School Year 2019–2020)

	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	

	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.00

*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.

Last updated: 1/28/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20083.18	$11199.61	$8883.57	$58925.34
District	N/A	N/A	--	$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2021

Types of Services Funded (Fiscal Year 2019–2020)

BCCS is a partner in the Climate Transformation Grant, which helps the school implement the Positive Behavior Interventions and Supports framework with accompanying strategies. This framework is focused on providing aligned supports in multiple tiers, all of which address specific student needs. BCCS also partners with Unidos US to implement the CASA grant each year. This program provides a curriculum and framework for students to engage in meaningful service learning, advocacy in their community, and intentional citizenship. Through service-learning, our students are empowered to take control of their own education and they learn how to use their voice effectively to enact change. Additionally, our school participated in a Career Technical Education Incentive Grant that helped the school to build out the 8th grade media arts elective class. The grant provided resources to purchase Apple computers, DSLR cameras, XP-Pen tablets, and Epson and Roland printers. Finally, our school participates in the state meal program, allowing us to provide meals and snacks to all students.
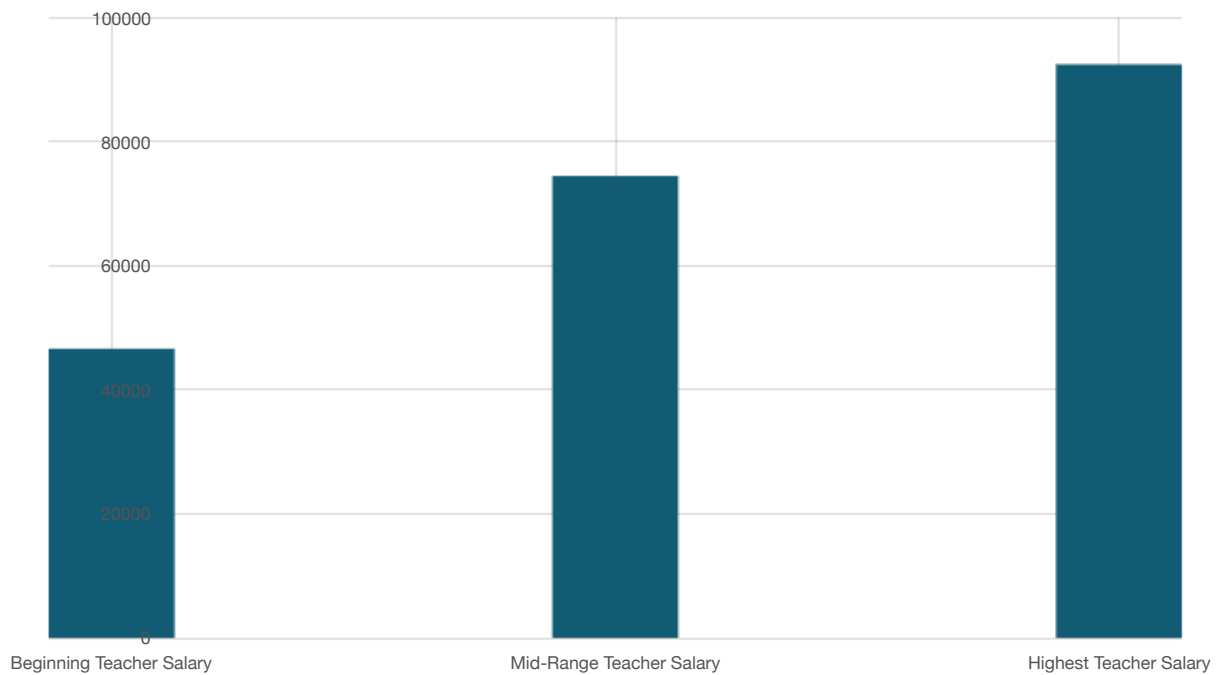
Last updated: 1/28/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,587	$50,029
Mid-Range Teacher Salary	$74,412	$77,680
Highest Teacher Salary	$92,389	$102,143
Average Principal Salary (Elementary)	$117,849	$128,526
Average Principal Salary (Middle)	$131,307	$133,574
Average Principal Salary (High)	$135,702	$147,006
Superintendent Salary	$350,000	$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
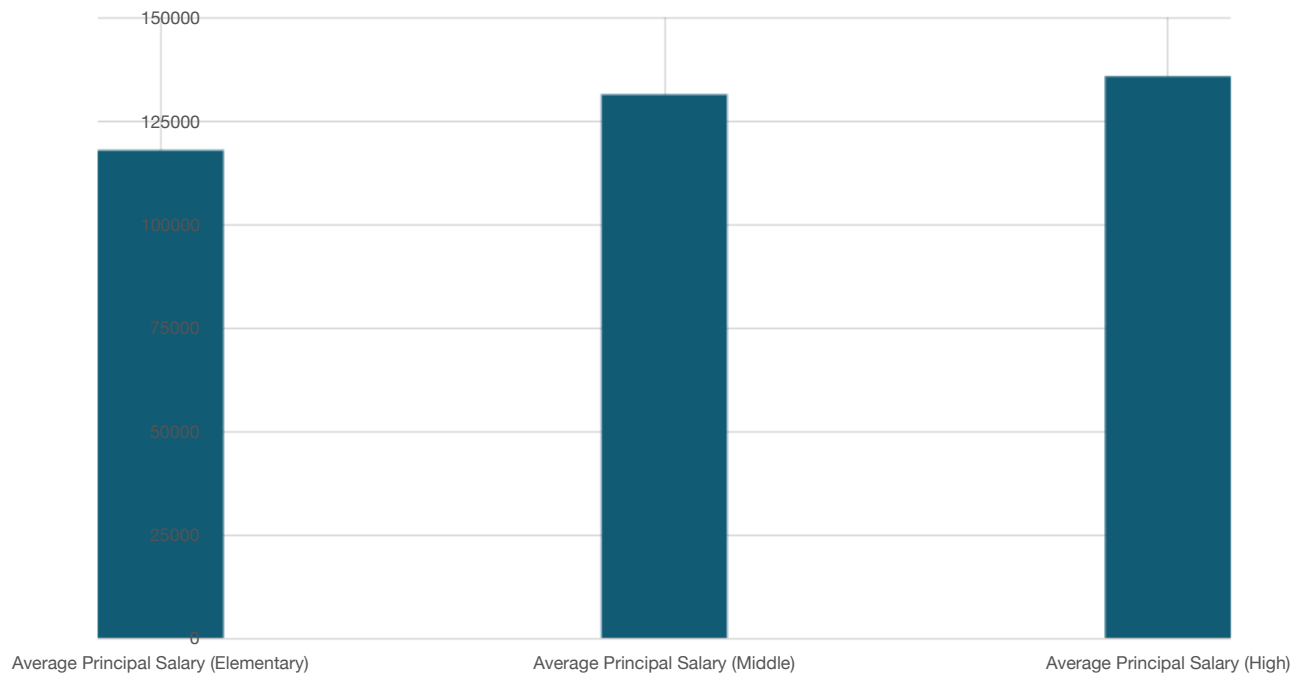
Last updated: 1/28/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Last updated: 1/28/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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