

Bert Corona Charter

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	Bert Corona Charter School
Phone Number	818-834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website Address	ypics.org

2022-23 School Overview

Our Why:

We believe 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:

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,

2022-23 School Overview

- by exploring technological solutions to real-world problems,
- by developing leaders through continuous learning

Our What:

Our students will be:

- college-ready,
- active citizens,
- lifelong 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 environment in a public school setting. Children are the focus of our families, and therefore are the

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	17
Grade 6	103
Grade 7	107
Grade 8	117
Total Enrollment	344

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.3
White	1.7
English Learners	31.4
Foster Youth	0.6
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	86.0
Students with Disabilities	18.3

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

2020-21 Teacher Preparation and Placement

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)	10.70	63.21	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	8.83	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	25.01	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.47	1060.30	3.90	12115.80	4.41
Unknown	0.20	1.47	1651.30	6.07	18854.30	6.86
Total Teaching Positions	16.90	100.00	27194.20	100.00	274759.10	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.

2021-22 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	3.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	35.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 or more 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 iReady to all students. iReady is an online program focused on expository reading and analysis and building literacy and language skills. Our students and staff also have accounts for NewsELA, an online platform that provides content area articles and resources for social-emotional learning (SEL). All resources are level depending on student lexile levels, which are determined through a series of readings and quizzes. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.00 %
Mathematics	For mathematics, we use the Ready Mathematics program for all grade levels.	Yes	0.00 %
Science	Several years ago, we moved to an integrated model for middle school science under NGSS. All teachers and students have access to individual online accounts for Pearson Interactive Science (5th grade) or to Stile (6th-8th grade) and to the Kessler NGSS science material toolkit online.	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. Additionally, students are assessed using the Thinking Nation resources and platform. This platform is used to teach critical thinking about history through document-based inquiry and essay writing.	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %
Visual and Performing Arts	Students use Adobe programs including Photoshop, Illustrator, and InDesign in the Media Arts Class. Students use Apple computers, Cannon DSLR Cameras, XP-pen tablets, and Roland and Epson printing products to create final products.	Yes	0.00 %
Science Laboratory Equipment (grades 9-12)	N/A		0.00 %

School Facility Conditions and Planned Improvements

The school buildings are bungalows. Repairs are made as necessary. Concrete sidings are being added on three buildings this year. All air conditioners were replaced in the 17-18 school year. A new water fountain station was added on the field for PE in the 18-19 school year. New trash receptacles were installed in the lunch area. The grass field is reseeded two times a year (summer and winter).

Year and month of the most recent FIT report

December 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The water fountains were upgraded and an additional station was added for the PE field in the 18-19 school year; touchless hand washing and water stations were installed in the 20-21 school year.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Build A-1 and building 14-15 were re-floored and re-roofed in the 20-21 school year. Buildings 6-7, 8-9, 12-13, and 14-15 were all re-roofed and re-paneled during the 22-23 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New security gates and camera surveillance system installed during the fall of 22-23.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	335	98.82	1.18	24.48
Female	152	150	98.68	1.32	32.00
Male	187	185	98.93	1.07	18.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	328	324	98.78	1.22	24.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	108	108	100.00	0.00	3.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	291	288	98.97	1.03	23.61
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	65	64	98.46	1.54	4.69

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	337	99.41	0.59	12.46
Female	152	152	100.00	0.00	11.84
Male	187	185	98.93	1.07	12.97
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	328	326	99.39	0.61	12.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	108	108	100.00	0.00	1.85
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	291	290	99.66	0.34	11.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	65	65	100.00	0.00	1.54

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.09	25.29	20.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	127	98.45	1.55	7.09
Female	56	55	98.21	1.79	3.64
Male	73	72	98.63	1.37	9.72
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	127	125	98.43	1.57	7.2
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	41	41	100	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	71	100	100	88	100
Grade 7	100	100	100	96	100

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.

2022-23 Opportunities for Parental Involvement

Parent engagement is a hallmark of BCCS. 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 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	351	349	95	27.2
Female	160	158	42	26.6
Male	191	191	53	27.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	337	335	88	26.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	1	100.0
White	7	7	4	57.1
English Learners	109	109	29	26.6
Foster Youth	3	3	1	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	302	302	83	27.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	66	18	27.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.37	0.44	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.85	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.85	0.00
Female	3.13	0.00
Male	2.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

2022-23 School Safety Plan

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. 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 and a recently upgraded video camera 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. Our comprehensive safety plan can be found on our website at bccs.ypics.org.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	9	8	4
Mathematics	25	1	8	
Science	25	1	8	
Social Science	38	1	4	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	1	8	4
Mathematics	58			4
Science	58			4
Social Science	58			4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	1	16	
Mathematics	24	2	16	
Science	22	2	8	
Social Science	22	2	8	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	344

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,979.23	\$8,493.89	\$9,485.34	\$60,315.50
District	N/A	N/A	\$8068.00	\$78,635
Percent Difference - School Site and District	N/A	N/A	16.1	-26.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	36.0	-34.4

2021-22 Types of Services Funded

The program description for all BCCS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at:

<http://bccs.ypics.org/compliance/>

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	47	46	43