

Bert Corona Charter High

School Accountability Report Card Reported Using Data from the 2017—18 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/fq/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).

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.

Yolanda Fuentes, Executive Administrator

 Principal, Bert Corona Charter High

About Our School

Contact

*Bert Corona Charter High
12513 Gain St.
Pacoima, CA 91331-1628*

*Phone: 818-480-6810
E-mail: ykingberg@ypics.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Bert Corona Charter High
Street	12513 Gain St.
City, State, Zip	Pacoima, Ca, 91331-1628
Phone Number	818-480-6810
Principal	Yolanda Fuentes, Executive Administrator
E-mail Address	ykingberg@ypics.org
Web Site	http://bcchs.ypics.org
County-District-School (CDS) Code	19647330132126

Last updated: 2/1/2019

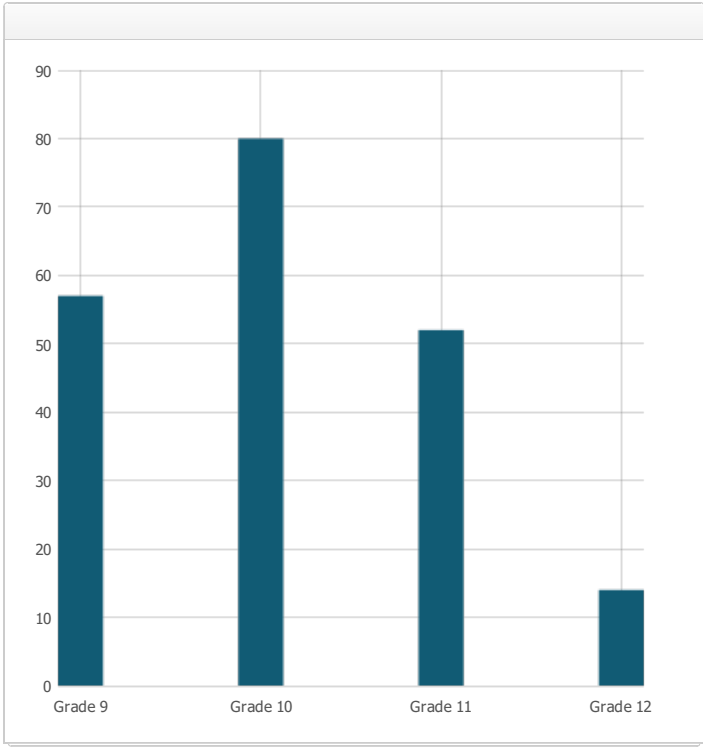
School Description and Mission Statement (School Year 2018—19)

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning and technology integration across subjects. The Service-Learning and Linked Learning will be the basis of the Bert Corona Charter High School's educational focus and build on core strengths from the Bert Corona Charter School (service learning) and the strong technology resources provided by the Youth Policy Institute for families in the community. Bert Corona Charter High is a member of a CTE Gant that focuses on Media Arts and Technology. Every student who attends Bert Corona Charter High School has access to technology by being provided a personal chromebook. Bert Corona Charter High School's mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond. Students will have access to and the use of technology along with leaving Bert Corona Charter High School college and career ready.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	57
Grade 10	80
Grade 11	52
Grade 12	14
Total Enrollment	203



Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.5 %
Hispanic or Latino	98.5 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.3 %
English Learners	14.8 %
Students with Disabilities	22.7 %
Foster Youth	%

A. Conditions of Learning

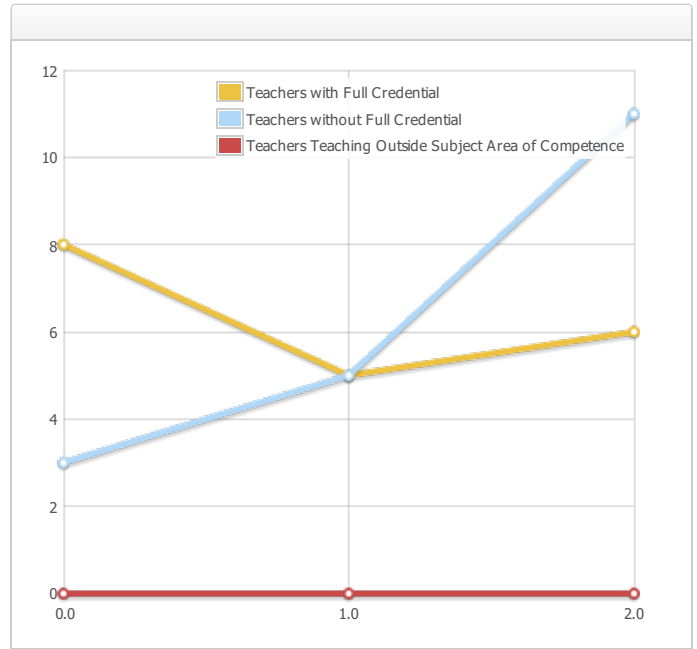
State Priority: Basic

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

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

Teacher Credentials

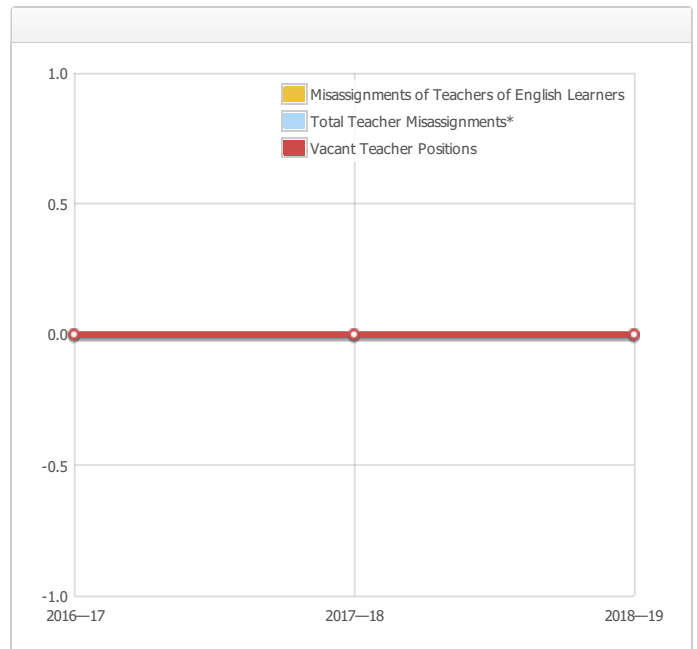
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	5	6	
Without Full Credential	3	5	11	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Last updated: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p data-bbox="414 277 810 421"> Changing Hearts and Minds - UCCI English 12 Designing the American Dream- UCCI English 11 Get Reel: English Through Your Lens - UCCI English 10 Language Takes the Stage- UCCI English 9 </p> <p data-bbox="316 443 906 649"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
Mathematics	<p data-bbox="414 716 810 815"> Da Vinci Algebra 1 Geometry + Computer Visualization/Simulation Algebra 2 for the 21st Century </p> <p data-bbox="316 882 906 1088"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
Science	<p data-bbox="357 1155 861 1249"> Biology and Community Health Chemistry and Environmental Engineering: Water We Doing? Physics and Engineering: Motion By Design </p> <p data-bbox="316 1317 906 1523"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
History-Social Science	<p data-bbox="491 1594 727 1666"> World History By Design US History and Public Health US Government </p> <p data-bbox="316 1733 906 1939"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

As a Prop-39 co-located charter school in Los Angeles Unified School District, our facilities are managed by the principal of the school property upon which we reside. Therefore, its maintenance as well as its improvement planning are in the hands of LAUSD Administrators and Board Members. For facilities inspection records and improvement planning documentation, please contact Maclay Middle School directly or the LAUSD School Board Member's office.

Last updated: 2/1/2019

School Facility Good Repair Status

As a Prop-39 co-located charter school in Los Angeles Unified School District, our facilities are managed by the principal of the school property upon which we reside. Therefore, its maintenance as well as its improvement planning are in the hands of LAUSD Administrators and Board Members. For facilities inspection records and improvement planning documentation, please contact Maclay Middle School directly or the LAUSD School Board Member's office.

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	45.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	16.0%	30.0%	32.0%	37.0%	38.0%

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: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	44	88.00%	45.45%
Male	23	21	91.30%	38.10%
Female	27	23	85.19%	52.17%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	47	42	89.36%	45.24%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	36	32	88.89%	46.88%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	45	90.00%	15.56%
Male	23	21	91.30%	9.52%
Female	27	24	88.89%	20.83%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	47	43	91.49%	13.95%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	36	33	91.67%	15.15%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

BCCHS offers a CTE pathway in Visual and Media Arts. There are three classes offered:

Foundations in Visual and Media Arts

Visual Arts and Technology II

Visual Arts and Technology III

The CTE pathway of visual arts and media/technology is integrated in several of our UCCI (University of California Curriculum Integration) courses, including Algebra, Geometry, English, and World History.

All students are required to take the first two courses in the CTE pathway.

All learning outcomes are derived from CTE Visual, and Media Arts standards.

All learning outcomes are assessed using rubrics that are created by teaching staff.

https://drive.google.com/drive/folders/0B__56vCmQdSJZxktU0MtQI9zO2Musp=sharing

Last updated: 2/1/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	220
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017–18)

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
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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.

Last updated: 2/1/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The primary parent organization accessible for parent participation is the BCCHS School Advisory Council. This council discusses the academic, operational, and cultural initiatives of the school and votes to adopt/approve significant changes to the school's program. In addition, monthly parent information and dialogue meetings are held on the fourth Tuesday of the Month, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

State Priority: Pupil Engagement

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

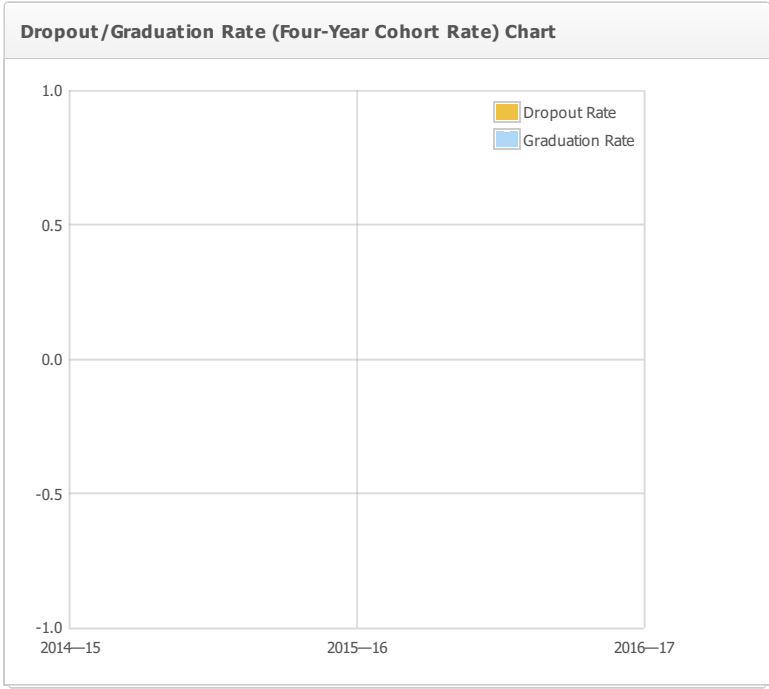
- High school dropout rates; and
- High school graduation rates

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

The school's first graduating cohort will matriculate in the spring of 2018.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

The school's first graduating cohort will matriculate in the spring of 2018.

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

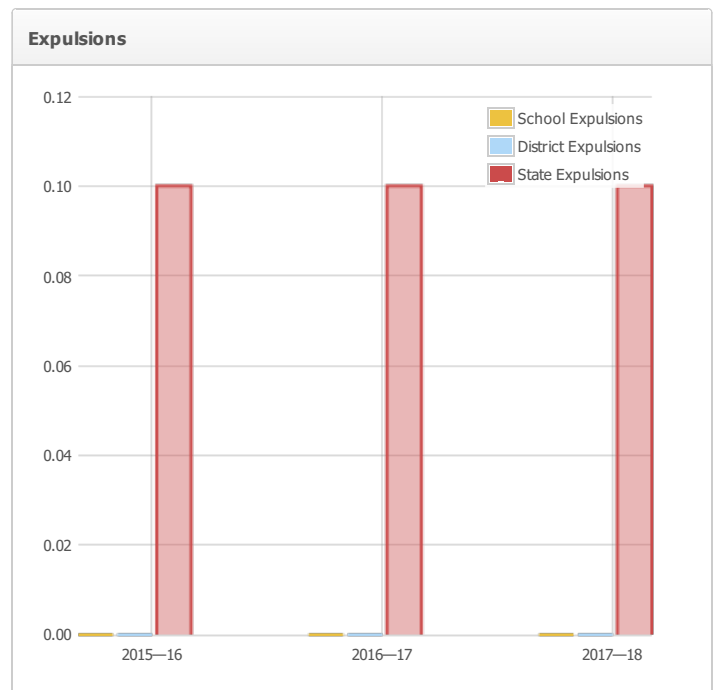
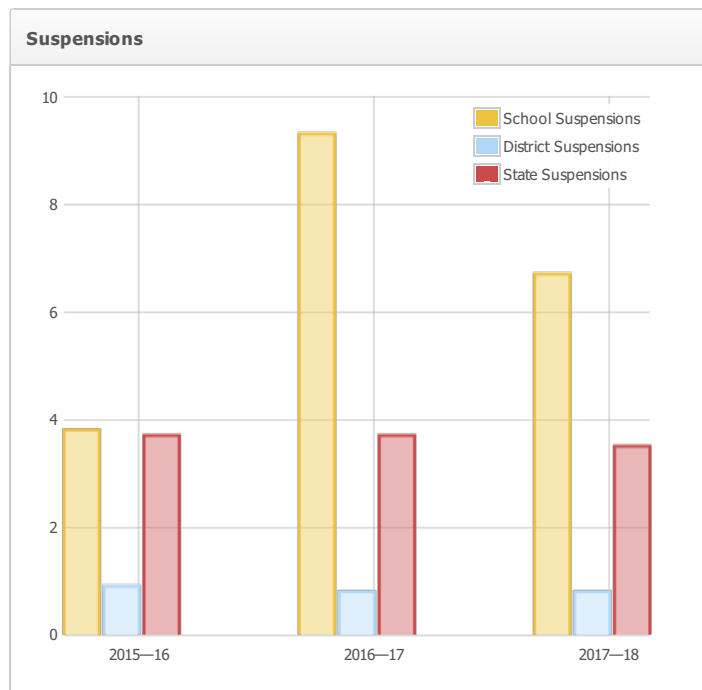
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.8%	9.3%	6.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

As a co-located school in LAUSD, Bert Corona Charter High School follows the comprehensive safety plan for its host school, Maclay Middle School. Bert Corona Charter High School participates simultaneously with Maclay MS in all safety and emergency drills, and has access to all emergency supplies provided to that school. The key elements of the safety plan (drills procedures, exit routes, access to first aid) are covered with staff and students at the beginning of each school year

[Maclay Middle School Safety Plan](#)

Last updated: 2/1/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

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

* 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 (2016—17)

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

* 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 (2017—18)

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

* 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: 2/1/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	9		
Mathematics	11.0	6		
Science	13.0	5		
Social Science				

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	13.0	16		
Mathematics	2.0	1		
Science	17.0	7		
Social Science	14.0	6		

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	12	3	1
Mathematics	13.0	14	4	
Science	17.0	10	1	1
Social Science	23.0	2	4	

* 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: 2/1/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	235.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13114.6	--	--	--
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

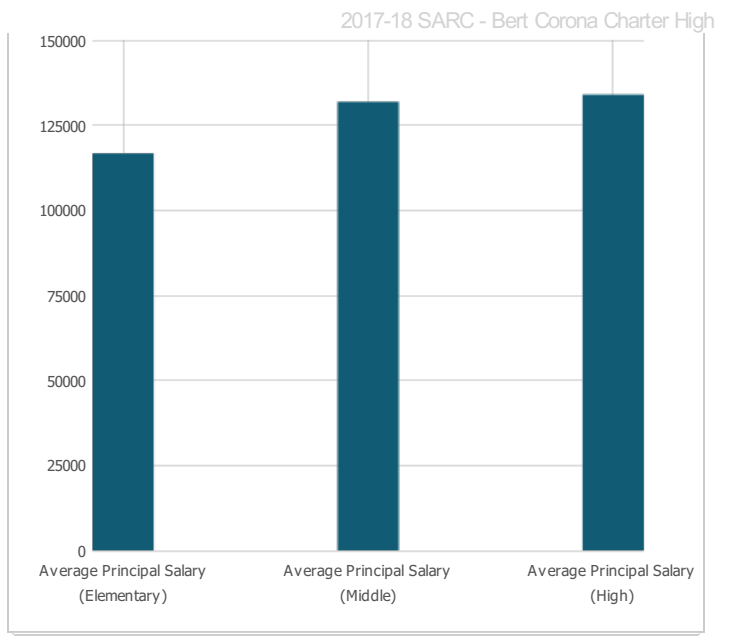
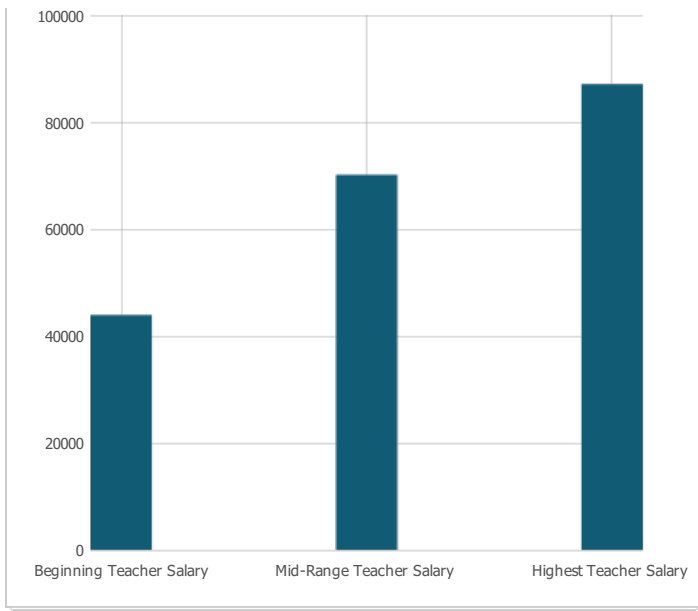
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



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Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	2	8.8%

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

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

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Professional Development

2016-2017 19 Full Training PD Days and 30 Shortened PD days.

2017-2018 11 Full Training PD Days and 29 Shortened PD days.

2018-2019 8 Full Training Days and 26 Shortened PD Days.

The major areas of focus for professional development has been and continues to be three-fold:

- 1) Mastery Learning and Standards-Based Grading
- 2) Support for English Language Learners and support of Special Needs Learners
- 3) Reflection for self-directed learning.

Some of the primary methods and delivery of Professional Development have been:

- 1) The utilization of research literature and Critical Friends Protocols for informing and giving feedback on practice.
- 2) Reading and calibrating student work samples for inner-rater reliability of assessment tools (rubrics).
- 3) Professional Expert training and support (from outside the school; i.e. SFA, Suicide Prevention, Accommodation vs. Modification)

When budget permits, staff are sent to conferences to seek out best-practice training. Our staff has attended the Illuminate Conference, Success for All Conference, and the California Charter Schools Conference, to name several outside PD providers.

Staff is also encouraged to spend conference time visiting and observing one another to learn best-practice methods from one another.

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