

# Bert Corona Charter

## 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.

## Ruben Duenas, 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 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 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 make a huge impact on our children and their futures. Welcome to the Bert Corona Charter School Family!

Ruben Dueñas,  
Executive Administrator

### Principal's Comment

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 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*

*E-mail: [rduenas@coronacharter.org](mailto:rduenas@coronacharter.org)*

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>E-mail Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Bert Corona Charter
<b>Street</b>	9400 Remick Ave.
<b>City, State, Zip</b>	Pacoima, Ca, 91331-4223
<b>Phone Number</b>	818-834-5805
<b>Principal</b>	Ruben Duenas, Executive Administrator
<b>E-mail Address</b>	<a href="mailto:rduenas@coronacharter.org">rduenas@coronacharter.org</a>
<b>Web Site</b>	<a href="http://bccs.ypics.org">http://bccs.ypics.org</a>
<b>County-District-School (CDS) Code</b>	19647330106872

*Last updated: 1/31/2019*

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

#### **Our 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 primary focus of our schools. Families are the building block of a community. By lifting families, we can build strong communities.

#### **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, by exploring technological solutions to real world problems, by developing leaders through continuous learning.

#### **Our What:**

Our students will be: college ready, active citizens, life long learners.

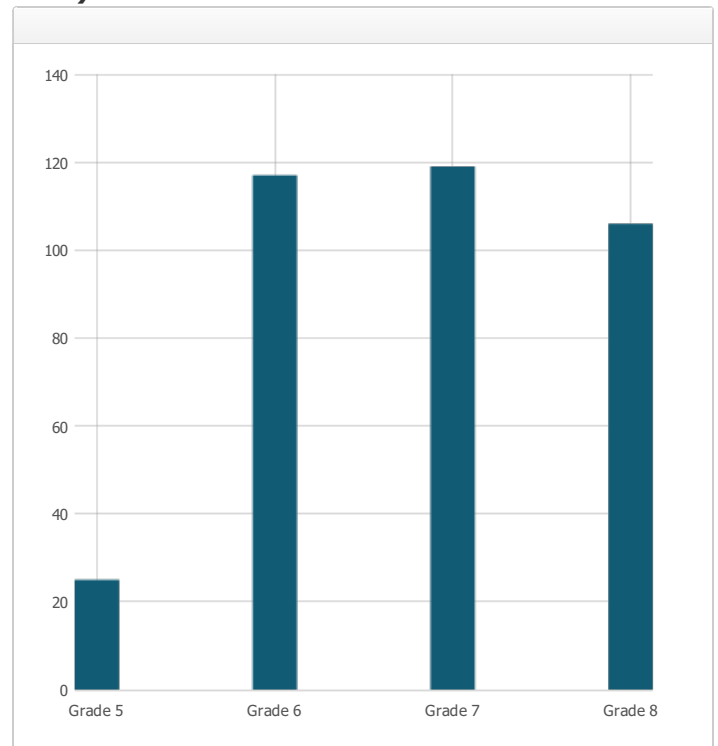
Our parents will be advocates for their families, their communities.

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.

*Last updated: 1/31/2019*

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

Grade Level	Number of Students
Grade 5	25
Grade 6	117
Grade 7	119
Grade 8	106
Total Enrollment	367



Last updated: 1/31/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.8 %
Hispanic or Latino	97.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	1.1 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.8 %
English Learners	23.2 %
Students with Disabilities	15.0 %
Foster Youth	0.5 %

## A. Conditions of Learning

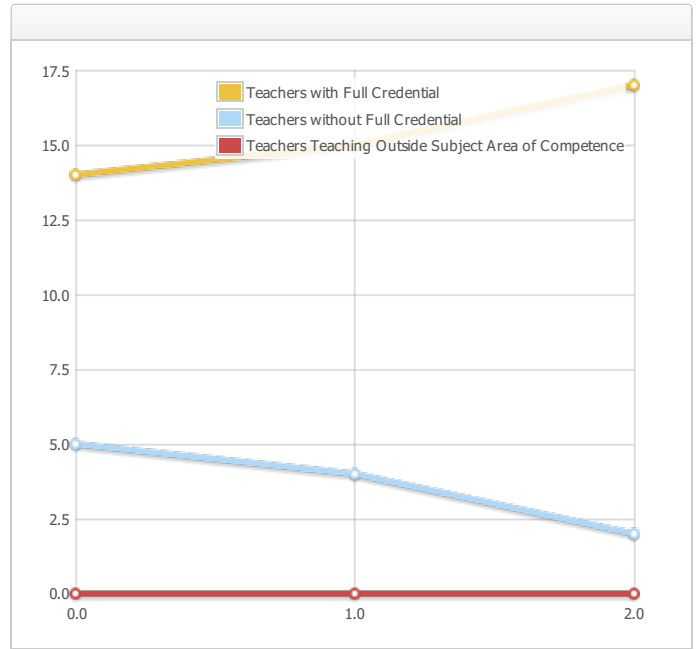
### State Priority: Basic

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

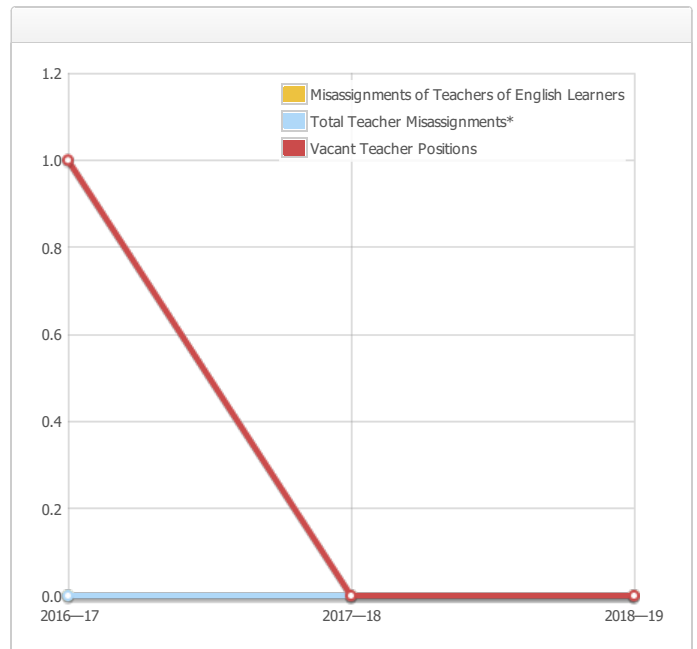
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	15	17	24740
Without Full Credential	5	4	2	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 1/31/2019

#### 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	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: 1/31/2019

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

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

Subject	Textbooks and 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 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 Achieve3000, an online program focused on expository reading and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.0 %
Mathematics	For mathematics, we use the Success for All Power Teaching Math program for all grade levels. We also provide each student with an account on ALEKS, which is an online supplemental program for learning in math.	Yes	0.0 %
Science	We recently 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.	Yes	0.0 %
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	0.0 %
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 %

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

Last updated: 1/31/2019

## School Facility Conditions and Planned Improvements

BCCS is proud of having a green campus with trees, plants, flowers, and grass. Repairs are made as necessary by BCCS staff or contractors. BCCS has a full time plant manager on staff. We contract a cleaning crew, licensed contractor, and gardener. The sports field and grass areas are seeded twice a year. Parents and students plant flowers and plants during community beautification projects. The school recently installed new flower beds at the school entrance, an outdoor staff eating area, and new drinking fountains with bottle servers.

*Last updated: 1/31/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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*Last updated: 1/31/2019*

## 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)	28.0%	23.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	13.0%	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: 1/31/2019*



## 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	370	368	99.46%	23.10%
Male	201	199	99.00%	19.60%
Female	169	169	100.00%	27.22%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	360	358	99.44%	23.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	329	327	99.39%	23.85%
English Learners	179	179	100.00%	11.17%
Students with Disabilities	58	57	98.28%	7.02%
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: 1/31/2019*

## 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	370	368	99.46%	12.50%
Male	201	199	99.00%	13.57%
Female	169	169	100.00%	11.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	360	358	99.44%	12.01%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	329	327	99.39%	12.23%
English Learners	179	179	100.00%	4.47%
Students with Disabilities	58	57	98.28%	1.75%
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: 1/31/2019*

## 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: 1/31/2019*

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

BCCS has CTE pathway in Media Arts which leads into the Bert Corona Charter High School Media Arts program. Student at BCCS take the Media arts Foundations class in 8th grade.

*Last updated: 1/31/2019*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
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: 1/31/2019*

### 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	0.0%
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
5	--	--	--
7	33.6%	19.7%	6.6%

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: 1/31/2019

## 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)

Parent engagement is a hallmark of BCCS. Parents have ample opportunity to engage in all areas of the school, 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 Math Night where parents learn various games and strategies to support their student to learn important math facts and concepts. Another 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.

# State Priority: Pupil Engagement

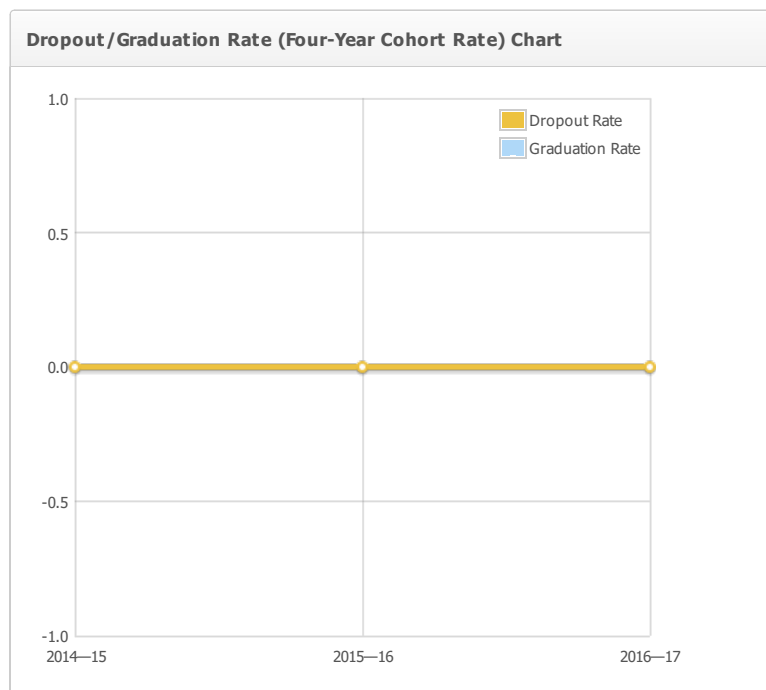
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	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	0.0%	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: 1/31/2019

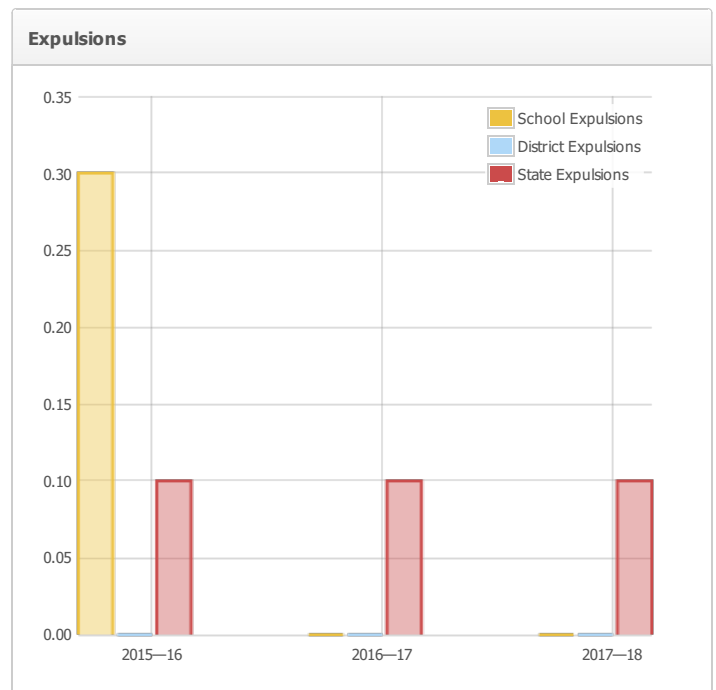
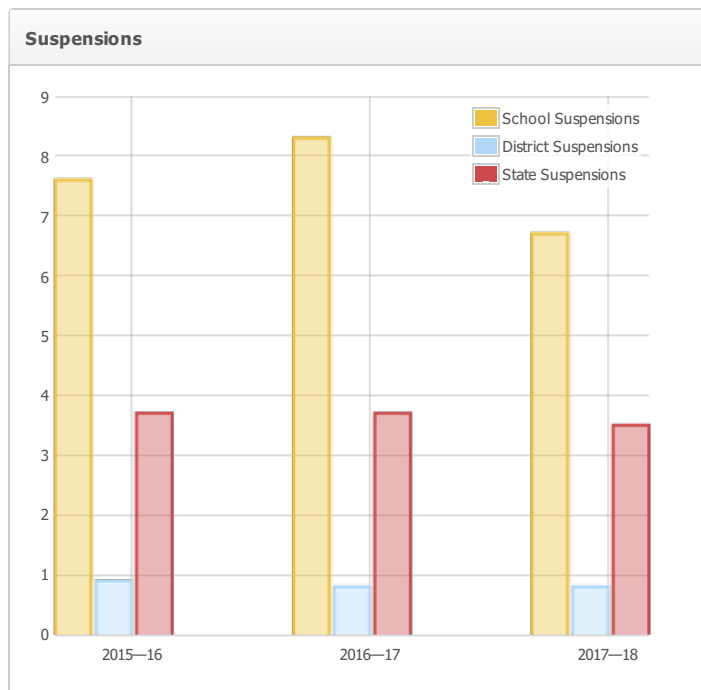
# State Priority: School Climate

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	7.6%	8.3%	6.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

## School Safety Plan (School Year 2018—19)

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 2 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 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.

Last updated: 1/31/2019

## 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	21.0		8	
6	27.0	1	21	
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	29.0		2	
6	29.0		20	
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	25.0		3	
6	28.0	2	24	
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: 1/31/2019



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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	23.0	8	11	
Mathematics	27.0	3	6	
Science	30.0		4	
Social Science	27.0	3	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 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	20.0	10	13	
Mathematics	25.0	1	8	
Science	25.0	1	8	
Social Science	25.0	1	8	

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	25.0	5	13	
Mathematics	25.0	4	5	
Science	25.0	4	5	
Social Science	25.0	4	5	

\* 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: 1/31/2019*

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
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	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	9.0	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: 1/31/2019*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$23607.9	\$14666.4	\$8941.5	\$54549.3
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: 1/31/2019*

## Types of Services Funded (Fiscal Year 2017—18)

At BCCS, we believe in teaching the whole child, which means that in addition to a comprehensive academic program, we also put a lot of resources and effort into wrap around services for the child and the family. Our academic program is a fully inclusive program that includes support for all students. We have three resource teachers and two aids who work with our population of students with special needs. We have a team of academic tutors who work with an academic coordinator to provide support to students in all classrooms. These tutors also focus on supporting English Learners (ELs) to develop the language skills they need to be successful in their core content classes. We provide tutoring and academic support through a team of teachers, paraprofessionals, and through our after school program. To get our kids engaged in their communities, we implement the CASA service learning project designed by UnidosUS. This project encourages students to identify and discuss assets and deficits in their communities and then develop plans to address the community needs. This project engages the students in real world action, making their academic learning more meaningful. As a part of this project and all other daily academic activities, we utilize technology. We have a 1 to 1 technology model and we encourage our teachers to integrate technology into student learning on a daily basis. We also focus on providing quality professional development and support to our teachers because we know that if we build great teachers, our kids will be successful. We partner with the Success for All Foundation to implement two of their research proven programs: Reading Edge and Power Teaching Math, both of which align with the California State Standards and support learners at all levels.

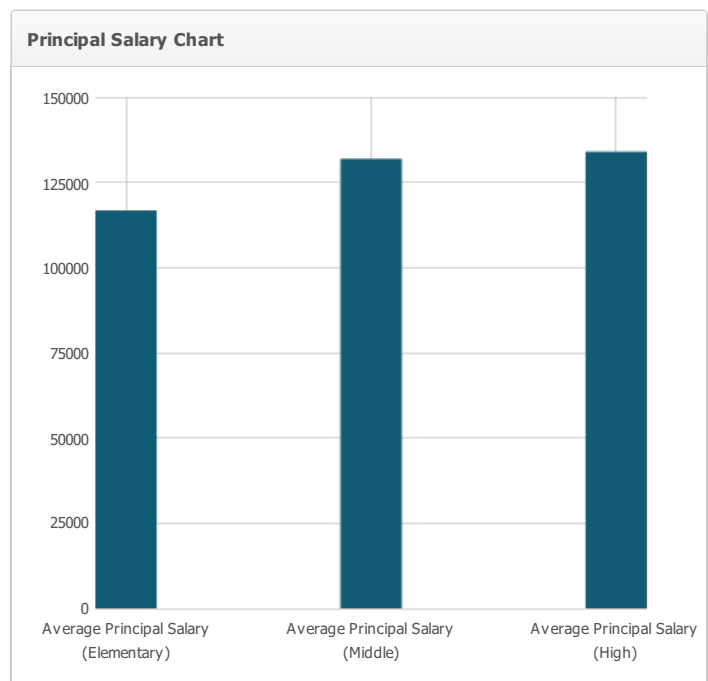
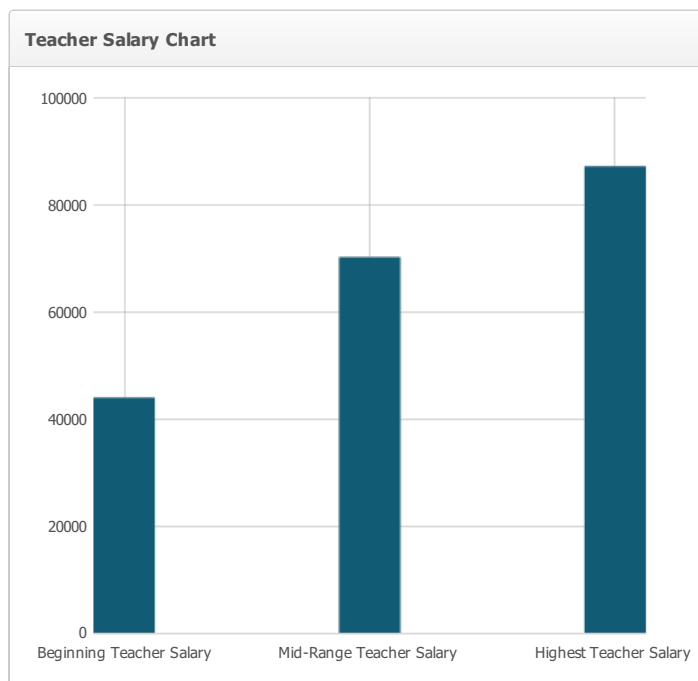
To address the non-academic needs of our kids, we have a variety of programs and resources in place. We have a full time school social worker and several counselors available to meet student social emotional needs. These positions are available because of our participation in the School Transformation Grant. We also have a leadership program, and a sports program. We also have an after school program where students can participate in enrichment programs, collaborative teambuilding games, and academic/homework help. We love to build our students and families up through engagement in their community. With partnerships with YPI, UnidosUS and CCSA, we are able to provide a variety of opportunities for our parents that help build our community.

*Last updated: 1/31/2019*

## 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/>.



## **Professional Development**

Professional development is a primary focus for our school because we believe that investing in our teachers and staff will help us reach all of our students. Our school schedule has shortened days every Monday; students are released at 2pm and our team has PD from 2:10 to 4:10pm. Additionally, we schedule one pupil free day each month to provide extended time for our team to dig into data, reflection, and relevant pedagogy. We typically have approximately 30 Monday professional development meetings and 5 full day meetings, and 5 half day meetings. On the full days, all schools from YPICS come together to reflect, learn, and share best practices. During our full and half day TPDs, our teachers are provided a conference-style day in which our team has a buffet of sessions from which they can select to create their own schedule for the day. Our professional development plan and focus are determined each semester based on classroom observations and student outcomes. Using multiple sets of data, we meet as a team prior to each semester to review our outcomes and to reflect on our successes and areas of need. Using this information, we generate a plan of attack for each semester. This plan always includes a plan for professional development. During our current semester we are focused on several items: 1) strategies for EL/LTEL success 2) Project Based Learning, 3) At Risk Populations and their needs, and 4) schoolwide positive behavior and intervention support plan. In addition to professional learning series on these topics, we also provide time for teachers to reflect and collaborate on their practice and opportunities for teachers to share best practices. For this time, we utilize National School Reform Faculty protocols to help teachers analyze their plans, student work, and their outcome data to perpetually improve their professional practices.

*Last updated: 1/31/2019*