

# Bert Corona Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Diana Gamez, Lead Administrator

Principal, Bert Corona Charter

#### About Our School

As the Lead Administrator for Bert Corona Charter School, I would like to take this opportunity to welcome you to our school family and community. 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 project-based learning, technology integration, and service learning. We seek to instill in every student the desire to be a life long learner, college ready, and an active citizen.

My staff and I are committed to your child and family. We will continue to strive for excellence in everything BCCS has to offer our students, families, and community. It is the foundational goal of Bert Corona Charter School 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!

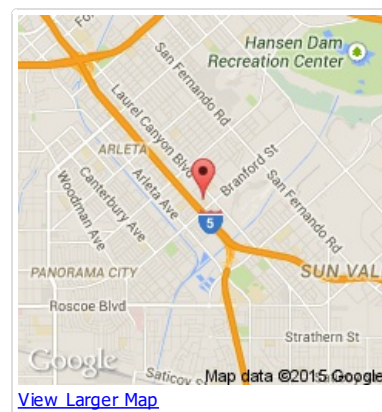
It is our sincere desire and expressed hope that your experience at Bert Corona Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community. Together, we can make a huge impact on our children and their futures. Welcome to the Bert Corona Charter School Family!

Diana Gamez

#### Contact

9400 Remick Ave.  
Pacoima, CA 91331-4223

Phone: 818-834-5805  
E-mail: [dgamez@coronacharter.org](mailto:dgamez@coronacharter.org)



## About This School

### Contact Information - Most Recent Year

School	
<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>	Diana Gamez, Lead Administrator
<b>E-mail Address</b>	<a href="mailto:dgamez@coronacharter.org">dgamez@coronacharter.org</a>
<b>Web Site</b>	<a href="http://coronacharter.org">coronacharter.org</a>
<b>County-District-School (CDS) Code</b>	19647330106872

District	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>
<b>Superintendent First Name</b>	Ramon
<b>Superintendent Last Name</b>	Cortines
<b>E-mail Address</b>	<a href="mailto:ramon.cortines@lausd.net">ramon.cortines@lausd.net</a>

*Last updated: 3/9/2015*

### School Description and Mission Statement (Most Recent Year)

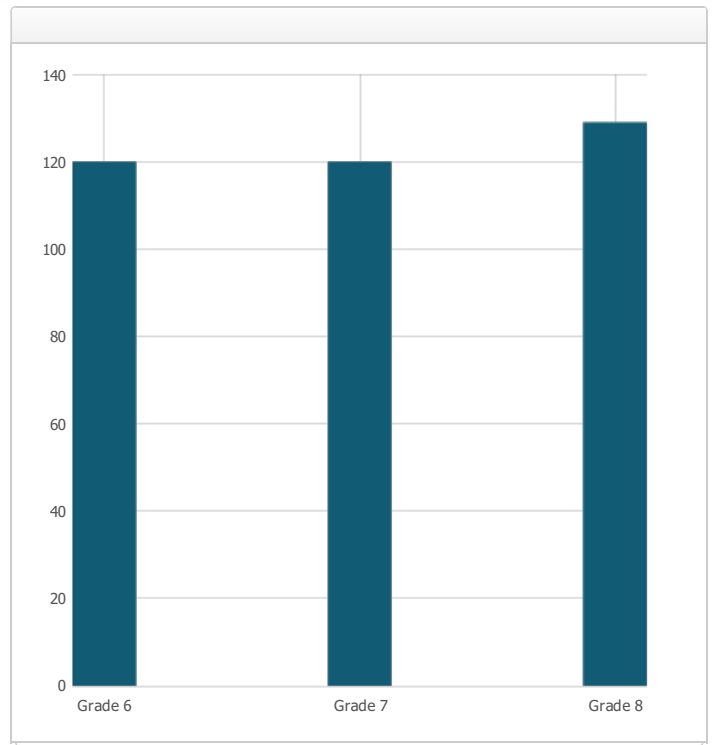
Our school is named after Bert Corona, a Latino activist who dedicated his life to achieving social and economic justice for underserved immigrant communities in Los Angeles and across the nation. Born to immigrant parents in the border town of El Paso in 1918 and inspired by his father's participation in the Mexican Revolution, Corona dedicated his life to fighting economic and social injustice. His untiring activism, based on coalition-building and community mobilization, spans much of the twentieth century. Bert Corona worked alongside Cesar Chavez and the UFW organizing farm workers and in the political sphere, he served as co-chair for both Lyndon Johnson's and Bobby Kennedy's presidential campaigns in California. Bert Corona's experiences are historical, inspirational, and political in nature. Bert Corona is credited, along with Cesar Chavez and others, for founding the modern Chicano movement.

Bert Corona Charter Middle School will equip low-income students in grades 6–8 for academic success and active community participation. The school is located in the Heart of the San Fernando Valley, Pacoima, an area fraught with poverty and academically struggling students. Bert Corona Charter Middle School seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school community partnerships and service, and culturally enriched curriculum.

*Last updated: 3/9/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

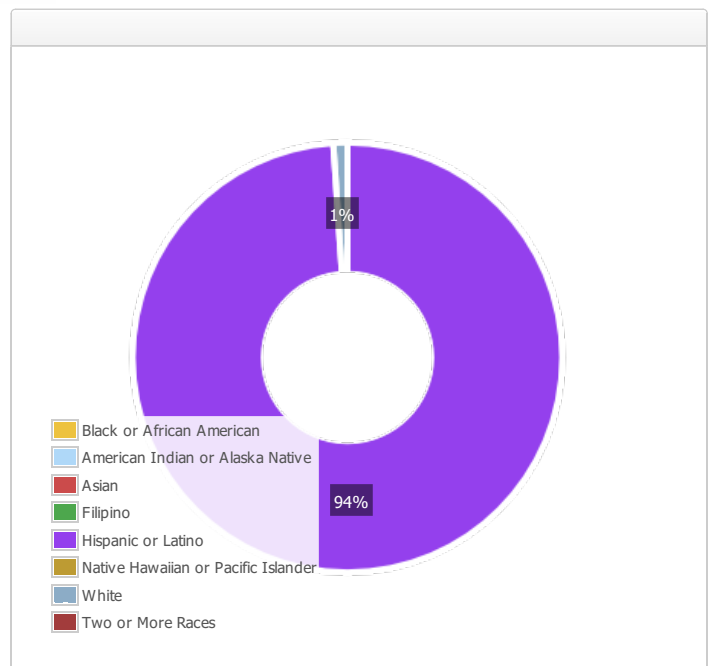
Grade Level	Number of Students
Grade 6	120
Grade 7	120
Grade 8	129
<b>Total Enrollment</b>	<b>369</b>



Last updated: 3/9/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.5
Hispanic or Latino	94.3
Native Hawaiian or Pacific Islander	0.3
White	1.1
Two or More Races	0.0
Socioeconomically Disadvantaged	88.1
English Learners	20.6
Students with Disabilities	13.8



Last updated: 3/9/2015

## A. Conditions of Learning

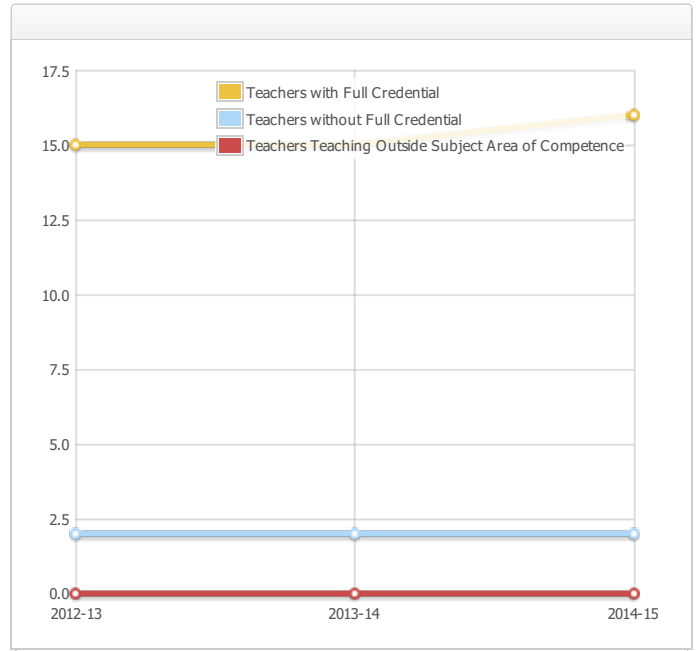
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

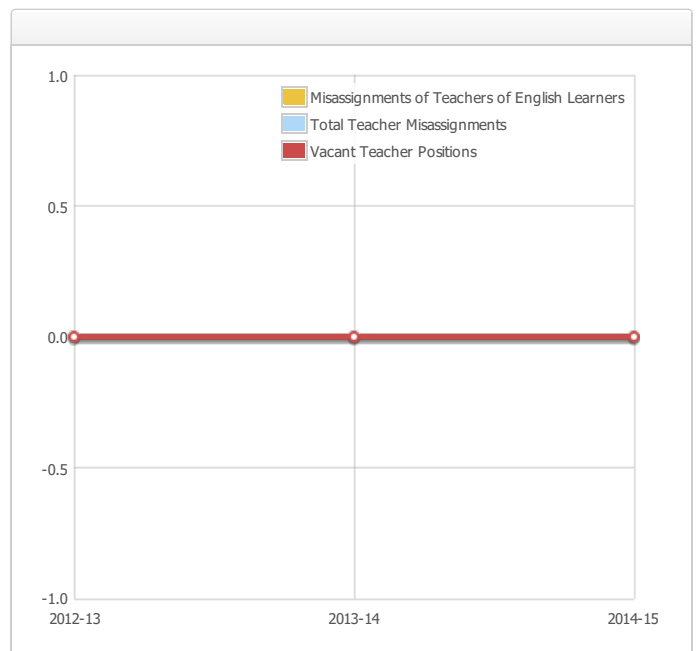
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	15	16	16
Without Full Credential	2	2	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 3/9/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 3/9/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0
Mathematics			0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqpmt(9-12)			0.0

*Last updated: 3/9/2015*

**School Facility Conditions and Planned Improvements - Most Recent Year**

Bert Corona Charter School makes great efforts to ensure that the school is clean, safe, and functional. BCCS recently completed \$40,000 of upgrades to the facility per the ADA requirements of the City of Los Angeles Building and Safety Department. The school compliant with all current building codes and maintains all certificates of occupancy.

BCCS has 13 classrooms, and 2 computer labs, a front office, administration building, lunch area, a sports field and sufficient parking for staff and visitors. All buildings at BCCS are bungalows. The first phase of construction was completed in 2007. Phase 2 of construction was completed in 2008. The administration building was added in 2010.

The Lead Administrator and the Director of School culture and Climate work daily with our maintenance and custodial staff. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The custodial staff maintains a daily and nightly cleaning schedules to ensure a clean and safe school.

In the summer of 2015, a new main office will be installed and the the existing office will be reconfigured to become a parent center and College Corner.

*Last updated: 3/9/2015*

**School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	BCCS replaced all of the carpeting

		in all of the buildings in the summer of 2014.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical		Electrical upgrades were made to all buildings during the summer of 2014.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	BCCS renovated the student bathrooms during the summer of 2014.
Safety: Fire Safety, Hazardous Materials	Good	The BCCS fire system is reviewed each year and is compliant with city standards.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

Overall Rating	Exemplary
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*Last updated: 3/9/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	35	51	77	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

*Last updated: 3/9/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	77
Male	83
Female	71
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	75
English Learners	23
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical

accuracy or to protect student privacy.

Last updated: 3/9/2015

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33%	37%	37%	44%	48%	47%	54%	56%	55%
Mathematics	19%	23%	34%	43%	44%	45%	49%	50%	50%
History-Social Science	33%	29%	38%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 3/9/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	1	1	3
Similar Schools	1	1	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 3/9/2015

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	B	7	43
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		7	38
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		6	48
English Learners		19	-8
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 3/9/2015

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent



2013-14 Students Enrolled in Courses Required for UC/CSU Admission

63.2

2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.6%	42.4%	36.4%

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: 3/9/2015

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement - Most Recent Year

Parents are a child's first teacher. Preparing a child for school starts the day you bring them home from the hospital. When children start school, an intense collaboration begins. Parents and school staff begin to share the responsibility for educating the child. A child's success in school depends on the success of this partnership. At Bert Corona Charter School, Parents are Partners. BCCS develops this partnership through the Parent Engagement Program.

#### **Vision**

The Bert Corona Charter School's Parent Engagement Program (PEP) empowers parents to take a proactive role in their child's education through advocacy, support, and knowledge.

#### **Mission**

The BCCS Parent Engagement Program (PEP) focuses on creating a positive school environment that encourages parent engagement by providing interactive workshops, field trips, community service and leadership opportunities that:

- Engages parents throughout their child's academic career.
- Helps parents to understand and support adolescent development (emotionally, socially, & physically).
- Helps parents maneuver the American educational system.

As a result, Bert Corona Charter School parents will support and guide their student to be college ready, active citizens, and lifelong learners.

#### **Programs and informational meetings offered to parents:**

##### **Parent Summer Bridge Program**

This workshop consists of four sessions for 6th grade parents designed to help with the transition from elementary to middle school. The topics covered are: transition changes, organization, study support tips, and parent's emotional support towards students.

##### **Back-to-School Night**

All students and parents at YPI Charter Schools are invited to attend Back-to-School Night. At this event the parents are informed of the expectations for the school year for both administration and teachers. Parents meet their own child's teachers and are able to view a 10-minute presentation per subject area.

##### **PowerSchool Training**

PowerSchool is an online database where parents are able to login and track their student's attendance, homework and grades. In addition to the training, parents received a PowerSchool Training Reference Sheet (in both English and Spanish), an effort to better facilitate easier access to their child's grades and homework at home. All workshops are available in both morning and evening sessions.

##### **Cosas y Mas**

In this particular session school administration explain the grading policy and expectations for parent participation. Grading policy changes and there are certain guidelines students should follow to be eligible for promotion we explained this to parents in this meeting. We inform them of the different opportunities they have to complete their 30 hours of parent involvement. This meeting is led by all administration and it is offered in the morning and evening.

**Padres Comprometidos Workshop**

In this 9-week workshop series, parents reviewed how to navigate the educational system at Bert Corona Charter and discussed how No Child Left Behind and Academic Yearly Progress affect their child's education. This series is offered mornings and nights.

Topics Discussed:

- Adolescence challenges (scenarios on behavior changes)
- Peer pressure (drugs, sex, parties)
- Bullying and its effects (definition and examples)
- Knowing school system and being an advocate
- Reading students progress reports
- Road to college (explain the expectations to enter college)
- Financial aid assistance
- 2nd part on financial aid
- Motivation for student success and culmination (review & celebration)

**Coffee With The Directors**

In this meeting, parents have an opportunity to meet with administration over coffee and ask questions on student's concerns or campus concerns. All administration is present and it is offered mornings and nights.

**Understanding Your Testing**

In this workshop parents learn how to read student test scores and have an opportunity to discuss the data. This workshop is offered in the morning and evening.

**Parent Advisory**

This meeting is an opportunity for parent leaders to report the projects they have been working on. All the parent committees share out their monthly reports. This meeting is held in the morning and in the evening.

**Parent Service Committee**

There is a special parent service committee working on different service projects on a monthly basis to support the school community. Example, parents gather to surprise teachers by cleaning their classrooms and making them look special for the children that attend. It is a service day for parents to participate.

**Parent Conferences**

Parents and students are given a set appointment where they are able to visit all the teachers for 10 minutes apiece. The parents are given guided questions to inquire about student strengths and challenges, or areas of growth.

**Computer Literacy Class**

This workshop series involves using EdTech (BTOP) curriculum designed for beginning students. In this series, parents are being introduced to Mac computers and utilizing the Microsoft Word application.

**Zumba Class**

In this 4-part workshop series, parents learned basic zumba movements and nutrition basics from learning to read food labels, to understanding the food pyramid and portion control. The workshop series culminates with a graduation ceremony potluck for parents where only healthy food is served.

**High School Informational Meeting**

This is an informational meeting for parents and students regarding local high schools. At this meeting different presenters from different high schools speak about the focus and opportunities at their schools. This meeting is for 8th grade parents and students.

**Parent Academic Success Workshop**

In this 9-week workshop series, parents discuss topics such as understanding the nature of adolescents, understanding the effects of positive communication and how to build positive self-esteem, how important parental involvement relates to a child's academic success, and how to prevent behaviors in students that have negative consequences. Thus far, parents enjoy learning from other parents' personal experiences and benefit from the school and community resources available to them.

**Academic Contract Meeting**

Parents of students facing the possibility of retention are asked to attend this meeting. During this meeting admin explains how students have an opportunity to attend Saturday program and to complete make up recovery packets in order for them to be able to promote to the next grade level. It is a successful night where parents agree to support their students who are struggling academically.

## State Priority: Pupil Engagement

*Last updated: 3/9/2015*

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

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

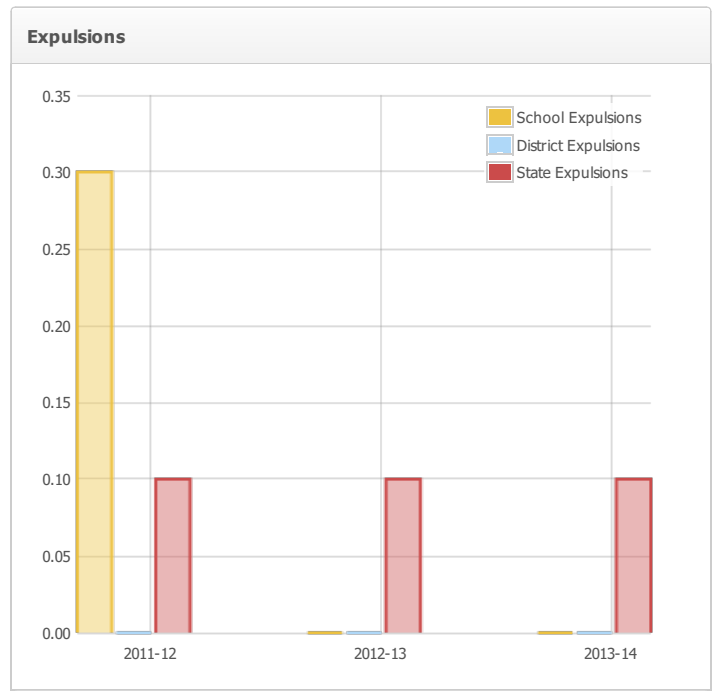
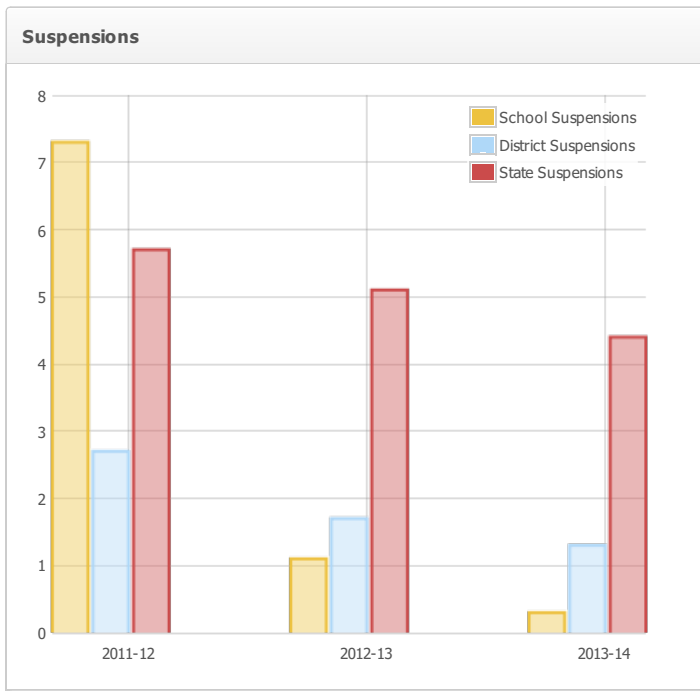
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.30	1.10	0.30	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.30	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 3/9/2015

**School Safety Plan - Most Recent Year**

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BCCS maintains a comprehensive school safety plan. The plan is reviewed and updated each year. As part of the review process, the school administration discusses the plan with the faculty and staff, student leadership, and parents. The plan outlines procedures that the school community will follow for events such as earthquake, fire, lock down, etc. Drills are planned and executed every month. After every drill, the leadership team meets to evaluate the success of the drill and corrections needed.

*Last updated: 3/9/2015*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	No
Met Participation Rate - English-Language Arts	N/A	Yes
Met Participation Rate - Mathematics	N/A	Yes
Met Percent Proficient - English-Language Arts	N/A	No
Met Percent Proficient - Mathematics	N/A	No
Met Graduation Rate	N/A	Yes

*Last updated: 3/9/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement *	Year 5	
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 3/9/2015*



**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	30.0	0	4	1	22.0	16	28		20.0	18	23	
Other												

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

Last updated: 3/9/2015

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.1	1	13	0	28.0	2	15	1	24.0	4	14	
Mathematics	29.1	0	8	0	28.0		9		28.0		9	
Science	29.1	0	8	0	28.0		9		28.0		9	
Social Science	29.1	0	8	0	28.0		9		28.0		9	

\* 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: 3/9/2015

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12,695	\$6,901	\$5,794	\$49,285
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

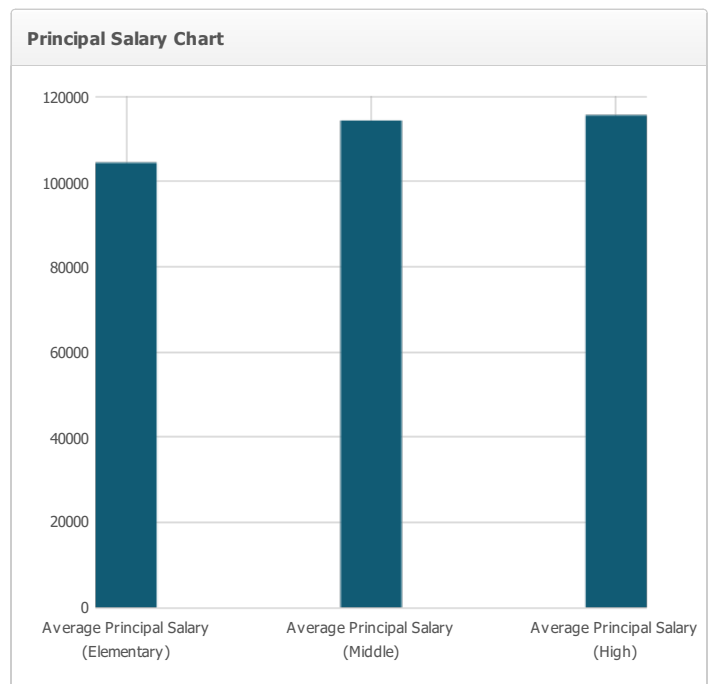
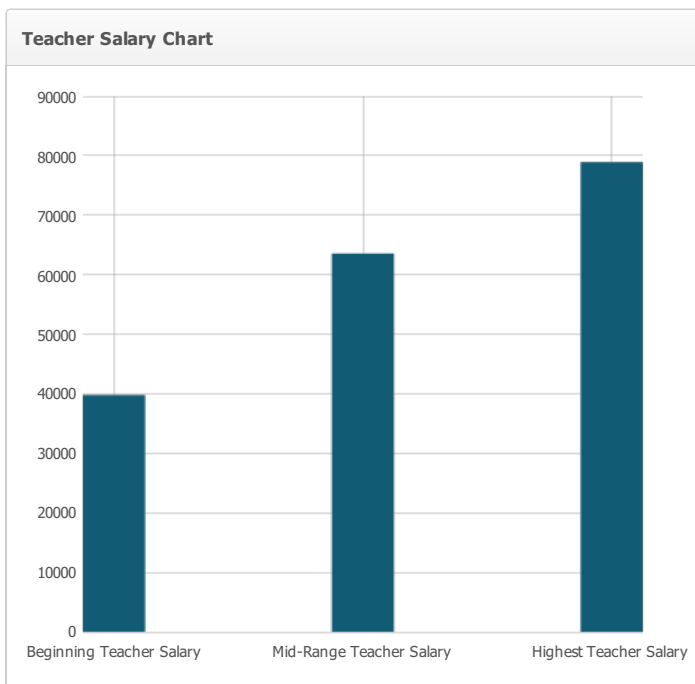
Note: Cells with N/A values do not require data.

Last updated: 3/9/2015

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 3/9/2015

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

\*Where there are student course enrollments.

*Last updated: 3/9/2015*

## Professional Development – Most Recent Three Years

Professional development for faculty and staff is based on the hallmarks of BCCS's Charter School, feedback from faculty and staff, as well as, observations and evaluations of faculty and staff work.

Professional development topics include but are not limited to:

1. Service Learning
2. Technology Integration
3. Project Based learning
4. Engaging and communicating with parents
5. SADIE Strategies
6. Accommodations and modifications for students with special needs
7. Using data to drive instruction
8. Classroom management
9. Backwards planning

Professional development is offered in the following manner:

1. 10 days of Professional development during the summer (before the school year begins)
2. 5 days of Professional development during the school year (non-school days)
3. Every Monday from 2 to 4:30 teachers attend professional development, or department or grade level meetings or staff meetings
4. Classroom Observations occur at least once every two weeks.
5. Administration meets with faculty at least once every two weeks to provide feedback based on classroom observations
6. Faculty and staff attend conferences and additional workshops as needed during the week and on the weekend

Support for teachers is provided by:

1. Executive Director (Central Administration)
2. Chief Operations Officer (Central Administration)
3. Director of Technology (Central Administration)
4. Director of Operations (Site Administration)
5. Director of School Culture and Climate (Site Administration)

However, primary support for teacher is provided by:

1. Director of Academic Achievement (Central Administration)
2. Director of Special Education (Central Administration)
3. Coordinator of Instruction (Site Administration)
4. Lead Teachers (On site)
5. Mentor Teachers (On site)

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