Beach Cities Learning, Manhattan Beach

School Accountability Report Card
Reported Using Data from the 2019–2020 School Year

Published During 2020-2021

California Department of Education

Address:	1431 15th Street, Bld C & D Rolling Hills, CA 90266	**Phone:**	310-546-4109
Principal:	Ms. Katlin Jordan	**Grade Span:**	6th-12th

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

➢ For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.

➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About Beach Cities Learning

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Manhattan Beach Unified School District
Phone Number	310-318-7345
Superintendent	Michael Matthews
Email Address	mmatthews@mbusd.org
Website	www.mbusd.org

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Beach Cities Learning, Manhattan Beach
Street	1431 15th Street, Buildings C & D
City, State, Zip	Manhattan Beach, CA 90266
Phone Number	310-546-4109
Principal	Ms. Katlin Jordan
Email Address	Katlin.Jordan@beachcitieslc.com
Website	www.beachcitieslc.com
County-District-School (CDS) Code	19753330120766

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

Mission Statement:
Beach Cities Learning believes that all students have the potential to achieve success each and every day.

School Program Description:
Beach Cities Learning, 'BCL' is an innovative Nonpublic School program, which services the educational needs of students between the ages of 11 to 22. The school will serve students with a variety of disabilities, mainly with severe emotional, behavioral, and learning challenges that cannot be met in public school settings. BCL offers an array of educational opportunities for our students, ranging from general education classes to prevocational training. All of our courses are student-centered, utilizing a "discovery-based" learning model that helps our students to become self-directed learners.

Traditional Day:
BCL is a full-service Nonpublic School serving the students of the Manhattan Beach area. The school serves students with a variety of disabilities including Emotional Disturbance, Autism, Other Health Impairment and Specific Learning Disability. A full curriculum, adopted from the Manhattan Beach Unified School District, is provided in grades 6-12, as well as a variety of specialized educational, vocational, and extracurricular activities. Students participate in the traditional school day, which includes academic instruction from credentialed Special Education teachers using a combination of directed instruction, online instruction and individualized academic contracts. Students participate in individual and group counseling run by our licensed therapists. BCL is responsible for implementing all parts of the IEP. There are four school classrooms currently on site.

Remote/Hybrid Learning due to COVID-19:
Our Remote/Hybrid Learning model is designed and currently implemented for our special education students as a temporary alternative in compliance with the social distancing guidelines set forth by the Department of Public Health to address the COVID-19 school closures. While we recognize that there is no way for remote instruction to fully replace daily face-to-face classroom instruction, our teachers will be working to provide continued daily structure by running their classes in the same manner they would in a traditional way. The daily schedule would continue to operate from 8:30am - 3:15pm. Our special education teachers and support staff will be leading their daily classes via online platforms and Google Classrooms. Counseling sessions will be conducted throughout the day using tele-practice online platform. LAS services will also use the tele-practice platform to conduct student sessions. BI and OT services will be available during our virtual school time period. Any students participating in our online school and in need of a computer will be provided the use of a school chrome book.

BCL implements an array of individualized academic, emotional, behavioral, and vocational and extracurricular support services. BCL incorporates weekly elective and extracurricular activities such as field trips to Universities, beaches, parks, libraries, museums, etc. designed to increase appropriate socialization skills, independence and community awareness. BCL has developed a supportive community network with local business owners including local arts, recreation and music stores. Transition skills services are provided on a weekly basis targeting four crucial areas Independent Living Skills, Self-Advocacy, Pre-Employment/Training and Post-Secondary Education. Students participate in directed transition instruction involving an array of group and individual activities that emphasizing these four areas and develop team building, cooperative learning and improving interpersonal relationships.

Designated Instruction and Services (DIS) including Counseling and Behavioral Intervention services are implemented as indicated on individual IEPs. Individual and group counseling is available on site and is reinforced through the school wide WAVES (Wellness, Achievement, Values, Enjoyment and Self Esteem) behavioral system. All DIS Services are administered by the appropriate credentialed staff. Students enter via the IEP process and are placed by school district personnel. BCL works closely with school districts in helping students meet their educational needs in the least restrictive environment. Students advance through an academic and behaviorally oriented level system representative of their progress toward personal and IEP-based goals. Our objective is to provide students with the tools to successfully reintegrate them back into public school system.

School districts, parents, guardians, students and BCL all work together to determine the student's exit/transition plan based on factors such as behavior, grades, attendance, and availability. An emphasis is placed on student's successful transition to a less restrictive environment, which can be achieved in a variety of ways including dual enrollment or full time return in a general education school. Currently one student (3.5% of the traditional day student population) is dually enrolled with their local comprehensive school. Transition can occur at any time throughout the student's academic career.

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	3
Grade 7	2
Grade 8	5
Ungraded Elementary	N/A
Grade 9	8
Grade 10	2
Grade 11	5
Grade 12	6
Ungraded Secondary	N/A
Total Enrollment	31

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

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	N/A
Asian	2
Filipino	N/A
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	N/A
White	12
Two or More Races	4
Socioeconomically Disadvantaged	30%
English Learners	3
Students with Disabilities	100%
Foster Youth	0%
Homeless	0%

A. Conditions of Learning

State Priority: Basic

Teacher Credentials

Teachers	School 2016–2017	School 2017–2018	School 2018–2019	School 2019–2020
With Full Credential	3	4	4	2
Without Full Credential (Intern)	2	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments*	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

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.

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

Beach Cities Learning offers its students a standards-based core curriculum formulated after the Manhattan Beach School District. In addition, supplemental instructional materials are used to support the core curriculum and to facilitate and enhance students' understanding of the subject matter. Beach Cities Learning also utilizes online resources, platforms for supplemental teaching and technology in the classroom setting to prepare their students for the digital future.

Year and month in which the data were collected: **2020/12**

Core Curriculum Area	Quality and Availability of Textbooks /Instructional Materials	% of Pupils Lacking Textbooks
Language Arts	100% Manhattan Beach Unified School District Adopted Textbooks	0%
Mathematics	100% Manhattan Beach Unified School District Adopted Textbooks	0%
Science	100% Manhattan Beach Unified School District Adopted Textbooks	0%
History-Social Science	100% Manhattan Beach Unified School District Adopted Textbooks	0%
Health	100% Manhattan Beach Unified School District Adopted Textbooks	0%
Spanish	100% Manhattan Beach Unified School District Adopted Textbooks	0%

Core Subject	Grade Level	Current Core Subject Textbooks	Publisher and Year of Publication
Science	6	Earth Science	Holt, Rinehart & Winston 2006
English LA	6	The Language of Literature - 6th grade	McDougal Littell 2008
Math	6	Math: Concepts and Skills Course 1	McDougal Littell 2007
Social Science	6	World History: Ancient Civilizations	Holt McDougal / 2008
Science	7	Life Science	Holt, Rinehart & Winston 2006

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English LA	7	The Language of Literature - 7th grade	McDougal Littell 2008
Math	7	Pre Algebra	Pearson Prentice Hall 2007
Social Science	7	Discovering our Past: Medieval and Early Modern Times	Glencoe/McGraw Hill 2006
Science	8	Physical Science	Holt, Rinehart & Winston 2006
English LA	8	The Language of Literature - 8th grade	McDougal Littell 2008
Math	8	Pre Algebra Math Concepts and Skills, Course 2	McDougal Littell 2008
Social Science	8	The American Journey	Glencoe/McGraw Hill 2008
Science	HS	Lifetime Health	Holt, Rinehart & Winston 2004
Science	9	Earth Science -California Edition	Pearson Prentice Hall 2006
Science	10	Biology - California Edition	Pearson Prentice Hall 2007
English LA	9	The Language of Literature (9th Grade)	McDougal Littell 2008
English LA	10	The Language of Literature (10th Grade)	McDougal Littell 2008
English LA	11	American Literature	McDougal Littell 2008
English LA	12	British Literature	McDougal Littell 2008
Math	HS	Algebra 1 - California Edition	McDougal Littell 2007
Math	HS	Geometry - - California Edition	McDougal Littell 2006
Math	HS	Algebra 2	McDougal Littell 2006
Social Science	10	World History - The Modern World	Pearson Prentice Hall 2007
Social Science	11	The American Vision: Modern Times	Glencoe McGraw Hill 2009
Social Science	12	Magruder's American Government - CA Edition	Pearson Prentice Hall 2006
Social Science	12	Economics - Today and Tomorrow	Glencoe McGraw Hill 2007
Social Science	9	World Geography - Building a Global Perspective	Prentice Hall 2009

School Facility Conditions and Planned Improvements

Cleanliness and safety are a priority throughout the facility and grounds are well maintained. Beach Cities/Learn Academy has an outdoor area, which allows students to exercise and move around freely and participate in physical education activities.

School Facility Good Repair Status

Year and month of the most recent FIT report: 2020/12

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	x		

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts/Literacy (grades 3-8 and 11)	DPC	N/A	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	N/A	DPC	DPC	DPC	DPC

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and HS)	DPC	N/A	DPC	N/A	DPC	N/A

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

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

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

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

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

Career Technical Education Programs (School Year 2019–2020)

Career Technical Education (CTE) programs:

- Southern California Regional Occupational Center (SCROC)
- Construction Elective Class

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Note: All students participating in CTE are not seniors; but all students are diploma bound.

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine. The number of students tested in each grade is too small for statistical accuracy, and their results are not shown to protect student privacy. Detailed information regarding this test may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/.

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

Opportunities for Parental Involvement (School Year 2020–2021)
Parent involvement and communication is critical for our students' ongoing success. Parental and family involvement is valued and welcomed. Parents participate in IEP meetings held upon enrollment, annually and as needed.

BCL encourages parental involvement and strives to maintain consistent and meaningful communication with our parent community. Throughout the school year parents are encouraged to attend back to school events as well as holiday celebrations, open houses, parent nights and end of year activities. Counselors and classroom teachers maintain regular contact with parents via telephone, email & each student's individual point sheet. Additionally, staff are always available for parent conferences and these can be scheduled through the office by contacting the school directly. Currently, in compliance with all COVID19 safety guidelines, all previously in-person meetings are held virtually through various online platforms.

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State Priority: Pupil Engagement Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	100%	100%	100%	DPC	DPC	DPC	DPC	DPC	DPC

State Priority: School Climate

Whenever possible, attempts are made to avoid suspending students. Some of the alternatives to suspension include: coordinated behavior plans, alternative programming, behavior monitoring, in-school suspension alternatives, community service, counseling, calls to parents to talk with students during the day, parent conferences, educational packets, problem solving, negotiating contracts, and positively reinforcing good behaviors. The principal or another school administrator must approve suspensions from school. Individuals with exceptional needs cannot be expelled from school for infractions related to their disabilities.

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

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	11	18	DPC	DPC	DPC	DPC
Expulsions	0	0	DPC	DPC	DPC	DPC

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

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	14	DPC	DPC
Expulsions	0	DPC	DPC

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

School Safety Plan (School Year 2020–2021)

BCL has a comprehensive Emergency Plan. The written plan documents specific procedures for emergency situation including, medical, earthquake, fire, hazardous materials spills, and other emergencies. Disaster drills are conducted as required, including "duck and cover," "shelter in place" and evacuation. All staff undergo behavior training annually and all employees and volunteers are examined for tuberculosis, and have cleared fingerprints before coming in contact with students.

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D. Other SARC Information

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7-12	2	N/A	N/A
Mathematics	7-12	2	N/A	N/A
Science	7-12	2	N/A	N/A
Social Science	7-12	2	N/A	N/A

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7-12	2	DPC	DPC
Mathematics	7-12	2	DPC	DPC
Science	7-12	2	DPC	DPC
Social Science	7-12	2	DPC	DPC

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7-12	2	N/A	N/A
Mathematics	7-12	2	N/A	N/A
Science	7-12	2	N/A	N/A
Social Science	7-12	2	N/A	N/A

*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.

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

Title	Ratio
Pupils to Academic Counselor*	40

*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.

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Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Academic Counselor	1
Counselor (Social/Behavioral or Career Development	2
Library Media Teacher (librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other: Classroom Instructional Aides	2
Other: 1:1 Behavior Aides	10
Other: Behavior Interventionist	1

*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.

Types of Services Funded (Fiscal Year 2019–2020)

School districts contract with BCL school to provide specialized academic instruction for 175-180 regular school days and 20-30 extended school days, plus designated instructional services that include: behavior intervention services and counseling.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

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

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

Percent of Students in AP Courses*:   0%

Subject	Number of AP Courses Offered*
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
Total AP Courses Offered*	N/A

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

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Professional Development

Beach Cities Learning provides ongoing staff development and training throughout the school year. Teachers, counselors and support staff at BCL receive two days of mandatory training per school year. All returning staff including new staff and paraprofessionals participate in a New Hire Training during the first week of hire.

After training sessions take place, the team meets in regularly scheduled staff meetings/professional development. At that time, efficacy of training is reviewed as staff discusses processes and procedures and makes necessary changes. Follow up to the implemented changes are reviewed in subsequent staff meetings. Staff meetings occur weekly. BCL also provides consistent (1-1.5 hour) staff development at least 2 times/month during banking days. Teachers are also included in SELPA trainings, throughout the school year. Behavioral Intervention and Mental Health meetings are conducted twice monthly by our on-site Mental Health Therapist/Lead Behavior Analyst.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7