

# Bowling Green Charter School

4211 Turnbridge Drive (McCoy Academy)/6807 Franklin Blvd. (Chacon Academy) • Sacramento, CA 95823 • 916.395.5210(McCoy Academy)/916.395.5215 (Chacon Academy) • Grades K-6  
Marinda Burton(McCoy Academy)/Sylvia Silva-Torres (Chacon Academy), Principal  
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<https://chacon.scusd.edu/>; <https://bowlinggreenmccoy.scusd.edu/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Bowling Green Charter**  
5735 47th Avenue  
Sacramento, CA 95824  
(916) 643-7400  
[www.scusd.edu](http://www.scusd.edu)

### District Governing Board

Jessie Ryan  
**President, Board of Education, Area 7**  
Christina Pritchett  
**1st Vice President, Board of Education, Area 3**  
Michael Minnick  
**2nd Vice President, Board of Education, Area 4**  
Lisa Murawski  
**Board of Education Member, Area 1**  
Leticia Garcia  
**Board of Education Member, Area 2**  
Mai Vang  
**Board of Education Member, Area 5**  
Darrel Woo  
**Board of Education Member, Area 6**  
Olivia Ang-Olson  
**Student Board Member**

### District Administration

Jorge Aguilar  
**Superintendent**  
Lisa Allen  
**Deputy Superintendent**  
Christine Baeta  
**Chief Academic Officer**  
Rose Ramos  
**Chief Business Officer**  
Cancy McArn  
**Chief Human Resources Officer**  
Vacant  
**Chief Communication Officer**  
Vacant  
**Chief Operations Officer**  
Vincent Harris  
**Chief Continuous Improvement & Accountability Officer**  
Elliot Lopez  
**Chief Information Officer**  
Tu Moua  
**Instructional Assistant Superintendent**

### School Description

The mission is proficiency for all children.

Enrollment at our charter school totaled 825 students for the 2018-19 school year. Bowling Green offers two small learning communities: Chacon Language & Science Academy and The McCoy Academy of Excellence. BG shall admit all students who wish to attend Bowling Green Elementary and who submit a timely application, unless BG receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Enrollment preferences will meet all legal requirements, and will be described in the section "Who Shall Be Educated," below. Except as required by Education Code Section 47605(d)(2), admission to BG shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of BG in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

Returning students must complete a reservation form annually to indicate their intent to return.

Bowling Green has been a charter school since 1993. The school's charter governs the school. The Ken McCoy Academy for Excellence focus is on Looping with students in grades 2 - 5 staying with the same teacher for two years and the Chacon Language and Science Academy with a Spanish Immersion program.

Both learning communities focus on the development of a balanced rigorous curriculum and the development of social character. The social skills curriculum includes teaching students how to resolve conflict, how to employ Social Emotional Learning character strengths, and how to believe that if you work hard you can get smarter. We believe that smart is something you become, not something you have when you are born. Teachers support students by providing them a safe learning environment. Students are expected to meet Common Core State Standards at all grade levels. Students are moved from knowledge to higher order thinking by having them prove and disprove their responses providing evidence of their thinking process.

## About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	117
Grade 2	123
Grade 3	132
Grade 4	109
Grade 5	111
Grade 6	110
<b>Total Enrollment</b>	<b>813</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	0.9
Asian	13.4
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	2
White	2.2
Two or More Races	1.1
Socioeconomically Disadvantaged	93.7
English Learners	45.8
Students with Disabilities	11.4
Foster Youth	0.7

## 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 for Bowling Green Charter	17-18	18-19	19-20
With Full Credential	38	37	15
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Bowling Green Charter	17-18	18-19	19-20
With Full Credential	♦	♦	1897
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Bowling Green Charter School

Indicator	17-18	18-19	19-20
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: February, 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance - 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th - 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	California Science, McMillian McGraw-Hill - 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	California Vistas, McMillian McGraw-Hill - 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	<b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Bowling Green Elementary School, built in 1957, received Facility Inspection Tool (FIT) overall repair rating score of "good" from its most recent facility inspection in June 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district's 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district's wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	<p>Bowling Green-Chacon:  Classroom BF 10: Rip in carpet by teachers desk - W.O. # 124211.  Classroom BF 13: Rip in carpet by teachers desk - W.O. # 124212.  Classroom BF 14: Rip in carpet by teachers desk - W.O. # 124213.  Classroom BF 15: Rip in carpet by teachers desk - W.O. # 124214.  Classroom BF 16: Rip in carpet by teachers desk - W.O. # 124215.</p> <p>Bowling Green-McCoy:  Main Office-Exterior needs painting - W.O. #124443.  Multi-Purpose Room-Interior needs painting - W.O. #124444.  Classroom 1: Exterior needs painting - W.O. #124537.  Classroom 2: Exterior needs painting - W.O. #124538.  Classroom 3: Exterior needs painting - W.O. #124539.  Classroom 4: Exterior needs painting - W.O. #124540.  Classroom 5: Exterior needs painting - W.O. #124541.  Classroom 6: Exterior needs painting - W.O. # 124542.  Classroom 7: Exterior needs painting - W.O. #124543.  Classroom 8: Exterior needs painting - W.O. #124544.  Classroom WW 8: Repair torn wall covering on east wall - W.O. #124545.</p>
<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	
<b>Overall Rating</b>	<b>Good</b>	Work orders made for all deficiencies & repairs made.

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	32	40	43	50	50
Math	25	28	32	32	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	8.3	12.5	4.2

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	441	98.88	32.20
Male	208	206	99.04	31.07
Female	238	235	98.74	33.19
Black or African American	58	58	100.00	32.76
American Indian or Alaska Native	--	--	--	--
Asian	61	61	100.00	24.59
Filipino	--	--	--	--
Hispanic or Latino	298	296	99.33	32.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	418	416	99.52	31.49
English Learners	260	258	99.23	30.23
Students with Disabilities	70	70	100.00	12.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	442	99.10	28.28
Male	208	207	99.52	30.43
Female	238	235	98.74	26.38
Black or African American	58	57	98.28	15.79
American Indian or Alaska Native	--	--	--	--
Asian	61	61	100.00	32.79
Filipino	--	--	--	--
Hispanic or Latino	298	297	99.66	28.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	418	415	99.28	28.19
English Learners	260	260	100.00	28.08
Students with Disabilities	70	70	100.00	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

## 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 2019-20)

Parents are an integral part of the school community. Parents are encouraged to be involved through various venues. Parents have an opportunity to participate as a member of the following committees: Steering Committee / School Site Council (SSC), English Learners Advisory Committee (ELAC), Safety Committee, Chacon PTA and the site parent groups. Parents involved in the SSC and ELAC evaluate data, review the school budget, and make recommendations about the school plan. In addition parents are encouraged to volunteer in class, go on field trips with their child's class, and participate in special events such as literacy night, book fair, field day and many other school functions.

For more information, contact: Marinda Burton, Principal McCoy Academy at (916) 395-5210 (McCoy) Sylvia Silva-Torres, Principal Chacon Academy at (916) 395-5215

### 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.

### School Safety Plan

School Safety Plan

Sacramento City Unified School District

Comprehensive Safe School Plan (CSSP) 2019-2020

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2019 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.

Section 1 .....	Crisis Communication Flow Chart
Section 2.....	Site Level Emergency Procedures
a) Lockdown Response	
b) Fire	
c) Bomb Threat, ATF Bomb Threat Checklist	
d) Active Shooter	
e) Chemical Accident	
f) Severe Weather/Loss of Power (City of Sacramento)	
Section 3.....	Earthquake Emergency Procedure
a) Evacuation for Persons with Disabilities	
Section 4.....	Site Level Use of schools as a Community Shelter
Section 5.....	District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents	
b) Mandated Child Abuse Reporting	
c) Suicide Risk Assessment Procedures	
d) Mental Health Crisis Response Procedure	
e) Missing Student Protocol	
Section 6.....	Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students	
b) Report of Suspected Bullying Page 1	
c) Report of Suspected Bullying Page 2	
d) Guidance for Action Plan	
e) Student Safety Plan	
Section 7.....	Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8.....	Wellness Plan
a) BP 5030 Student Wellness	
Section 9.....	District Handbook
Section 10.....	Component I: Social Climate
.....	Component II: Physical Climate/Campus
Section 11.....	Site Level Incident Command System (ICS) Roles and Team
Section 12.....	Site Level Communication Procedures
a) Emergency Phone Tree	
Section 13.....	Before and After School Programs
.....	Coordinators/Contact Numbers
.....	Days/Hours of Operation on Campus
Section 14.....	Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....	Site Level Family Reunification Plans
a) Reunification Logs	
Section 16.....	*Site Level Provisions for Students/Staff with Special Needs
a) Site Evacuation for Persons with Special Needs	
Section 17.....	School Site Safety Committee Member List and Approval of CSSP
Section 18.....	Staff/School Handbook
Section 19.....	Site Map (Please Label All Rooms)
Section 20.....	OPTIONAL – Additional Site Specific Safety Information

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.5	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.2	5.6
Expulsions Rate	0.0	0.0	0.0



Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.5
Other	1.6

\* 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	7	1	1	22	1	7		22	2	6	
1	28		4	1	19	2	4		23		5	
2	34		5	1	25	1	6	1	24	1	5	1
3	24		5		24		5		16	4	5	
4	25		4		23		5		27		4	
5	34		3	1	27		4		19	3	2	1
6	94	1	3	2	72	2	4	1	102		4	1
Other**	4	4										

\*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.

#### Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Relevant Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,673	\$48,612
Mid-Range Teacher Salary	\$60,025	\$74,676
Highest Teacher Salary	\$98,512	\$99,791
Average Principal Salary (ES)	\$120,748	\$125,830
Average Principal Salary (MS)	\$127,364	\$131,167
Average Principal Salary (HS)	\$139,247	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Bowling Green Charter School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Student Support Centers
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Professional Development
- Supplemental Education Services
- School Choice

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,944	\$1,984	\$8,961	\$71,867
District	N/A	N/A	\$6,048	\$73,236.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	18.0	2.8
School Site/ State	9.7	-9.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.