Birmingham Community Charter High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	17000 Haynes St. Lake Balboa, CA , 91406-5420	**Principal:**	Ari Bennett, Principal
Phone:	(818) 758-5200	**Grade Span:**	9-12

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.

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 This School

Ari Bennett, Principal

Principal, Birmingham Community Charter High

About Our School

As CEO/Principal of Birmingham Community Charter High School, I am proud to be part of a staff that believes in the unlimited potential of our youth. As an Independent Charter School, all stakeholders know that we have the opportunity and responsibility to leverage our autonomy to tailor our programs and support to the unique needs of our students. To this end, Birmingham is a school that promotes the well-rounded development of all students. Our staff works hard to encourage students to get involved. The multitude of opportunities are one of the strengths of our school as students can participate in one of the city's largest student body leadership programs, the largest athletic program in CIF L.A. City Section, or one of the over 30 clubs sponsored by faculty members. Academic, athletic, and social development are all pillars of what it is to be a Birmingham student.

Being well-rounded is our hallmark, but first and foremost, we're an academic institution that provides a vast array of rigorous college and career preparation opportunities. Our graduation rate has increased to 96.5%, while we continue to increase our advanced placement and concurrent college enrollment offerings. A-G university eligibility rate has continued to rise in parallel with the California College/Career Readiness Indicator. The graduating class of 2021 had an A-G University Eligibility rate of 77.8%, an increase of more than 20 percentage points in the last two years.

Our challenge this school year has been to re-acculturate our students to on campus, in classroom instruction after being closed for 18 months. So much of what we're trying to do is to create new systems to address the gaps in learning and connection that have been the natural consequence of virtual learning.

We are determined at Birmingham to ensure that every student feels supported and cared for. Our faculty has received professional development in both the implementation of Social Emotional Learning activities and Trauma Informed Practices. We understand that our students need to feel safe and supported before they can begin to focus on their learning and academic growth. Our Multi-Tiered System of Support (MTSS) and grade level academy MTSS teams have worked hard in partnership with our four psychiatric social workers to implement systems that allow us to be proactive in addressing student needs.

Parent engagement is another critical element that has taken on greater importance during the pandemic. We are now in our second year of implementation of Parent Square. This online platform and application provide a powerful tool that allows us to engage in two-way communication with parents so we can address their questions and concerns in real time. Through this application, we've seen parent engagement and feedback increase exponentially as we've been able to track over 1000 unique parent/guardian communications to our staff. We've also convened a Parent and Family Engagement Team with active parent participation. Their partnership has provided us with actionable feedback about how we can better support our parents and guardians on a daily basis. One of our indicators of success has been our monthly newsletter published in both Spanish and English that has been read by as many as 1800 parents in a given month.

Some of our recent accomplishments for the 2020-2021 school year include:
• Largest increase in acceptance rate to UCLA
• 96.6% attendance rate.
• 96.5% graduation rate and a 77.8% university eligibility rate.

As a comprehensive high school, BCCHS offers numerous programs for our students:
• School of Advanced Studies (SAS) Program offers both dual-credit college courses and 18 Advanced Placement courses.
    o Students enrolled in college courses earn credit for Intersegmental General Education Transfer Curriculum (IGETC).
    o Over 450 students participate in the program annually.
    o We have expanded the program to include over a dozen course offerings such as English, Psychology, and Political Science in partnership with Valley College.
    o Partnership with Ed Equity Lab to offer students with access to elite university courses from Stanford to Yale.
    o Summer @ College program offers the opportunity for students to apply and receive scholarships to attend summer college programs at various elite California public and private universities.
• Freshman Transition Program is provided for all incoming 9th graders and Link Crew will be implemented in school year 22-23.
• Comprehensive Arts and CTE Programs for a balanced instructional program that emphasizes creativity and career preparation in addition to college readiness.
• 260:1 Student to counselor ratio not including 4 psychiatric social workers, 2 college counselors, and 1 career counselor.
• Our Athletics Program, the largest in the city of Los Angeles, boasts outstanding facilities including a swimming pool, a 10,000-seat football stadium, an Olympic tartan track, a lighted baseball field, two dedicated softball fields, and two Olympic-sized soccer fields.
• Supplemental Support Program includes an intervention/advisory class implemented within the instructional day that provides habits of mind and social

emotional support activities, while also providing students with another advocate on their behalf in a 20:1 student to teacher ratio.

We could not offer all of these programs without the commitment and dedication of Birmingham faculty and staff or without the unwavering support of our student-first Board of Directors. We collectively share the goal to continuously grow as educators, strengthen our community, and increase real-world learning opportunities to bring out the best in every BCCHS student. We are passionate about serving Birmingham students and families as a Title I high school located on a beautiful, clean, and safe campus!

Please consider scheduling a visit to our campus by arranging an appointment.

Sincerely,

Ari Bennett, Birmingham Class of 1989
CEO/Principal
818-758-5200
a.bennett@birminghamcharter.com

Contact

Birmingham Community Charter High
17000 Haynes St.
Lake Balboa, CA 91406-5420

Phone: (818) 758-5200
Email: a.bennett@birminghamcharter.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Birmingham Community Charter High
Street	17000 Haynes St.
City, State, Zip	Lake Balboa, CA , 91406-5420
Phone Number	(818) 758-5200
Principal	Ari Bennett, Principal
Email Address	a.bennett@birminghamcharter.com
Website	http://birminghamcharter.com
County-District-School (CDS) Code	19647331931047

Last updated: 2/15/22

School Description and Mission Statement (School Year 2021—2022)

Birmingham Community Charter High School serves students in grades 9-12. In 2021-2022, our student body continues to be ethnically, racially, linguistically, culturally, and economically diverse.

With over 3,100 students, the school is organized into four grade-level academies (GLAs). Each GLA includes the following support staff: 1 administrator, 1 teacher leader, 3 counselors, 1 dean, and 1 social worker. In this model, counselors, deans, and social workers follow the students through their 4-year journey. The administrator and GLA Lead Teacher remain in the assigned grade level to provide grade level specific expertise.

The objective of this model is to make a large school feel smaller and more personalized to better support students to be college and career ready. Furthermore, the academies provide an opportunity for students to lead and contribute to their grade level class by planning leadership activities, extra-curricular activities, fieldtrips, and recognition and spirit assemblies. GLA activities and events are in addition to the entire Birmingham community participating schoolwide in pep rallies, homecoming, dances and formals, interscholastic sports, and extracurricular clubs.

BCCHS has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, BCCHS' purpose is defined further by schoolwide learner outcomes and the California content standards for academic success.

The vision statement of BCCHS reflects a commitment by the stakeholders to support the differentiated needs of each student within an instructional program that will prepare them for their future. Our vision reflects our intent that students will feel that Birmingham cares about them and their future and that we strive to bring out the best in every student so they can fully express their unique talents and abilities. Our instructional program and support services are designed to prepare students to attend the college of their choice. They will be efficacious, empathetic, compassionate community stewards capable of critical thinking and problem solving.

At Birmingham, we recently released our collective values after collaboration over the course of the last 18 months. We are working to align our actions and values knowing that we're more likely to connect with and positively impact our students when we do. Our vision, mission, and values are supported by the governing Board, Academic Senate, and community members.

Vision: Our students will feel safe, supported, seen, respected, challenged, and worthy, so they bring forward their best self and live their best life.

Mission: We will meet all of our students needs within our sphere of influence, and we will leverage the assets of our community to address those needs outside our sphere of influence. We will use data, both qualitative and quantitative, to identify the students who most need our support, to determine if what we are doing is working, and to distribute our resources to those areas that will have the highest impact.

Values:

1. We value **equity and choice** because we know that with support and equal opportunity, our diverse and talented students can achieve their maximum potential.
2. We achieve excellence through **perseverance and growth.**
3. We demonstrate **compassion** and provide support through empathy, respect and flexibility and being considerate of the needs of others.
4. We value and foster **positive relationships** in our community to enhance student learning.
5. We value **curiosity and ongoing improvement** to meet and adapt to our students' needs.

Please Note: Due to tremendous demand, BCCHS holds an annual ENROLLMENT LOTTERY for those students who do not live in Birmingham's immediate attendance area. It is imperative that families who do not live in our attendance area and are interested in enrolling new students at BCCHS for the 2022-2023 school year visit the Admissions & Records Office IMMEDIATELY in order to complete the Open Enrollment paperwork required for inclusion in the lottery process. The Admissions & Records Office is open on school days from 8:00 am – 11:30 am and 1:00 pm - 3:00 pm.

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	818
Grade 10	826
Grade 11	797
Grade 12	718
Total Enrollment	3159
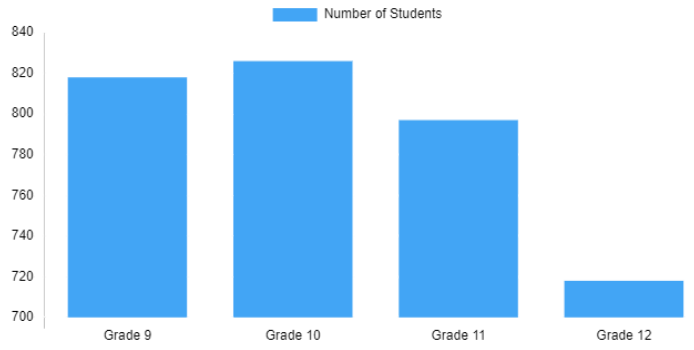
Last updated: 2/3/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	1.00%
Black or African American	4.30%
Filipino	2.10%
Hispanic or Latino	86.50%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	1.60%
White	4.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.50%
Foster Youth	0.60%
Homeless	2.70%
Migrant	0.00%
Socioeconomically Disavantaged	86.60%
Students with Disabilities	11.10%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**ENGLISH** English 9: *Foundations of Language and Literature* Bedford/St. Martin's 2019 English 10: *Advanced Language and Literature* Bedford/St. Martin's 2019 English 11 American Literature: *Conversations in American Literature* Bedford/St. Martin's 2019 AP Language Composition: *Language of Composition* Bedford/St. Martin's 2008 English 12: Expository Reading and Writing *Various Novels* Various Publishers 2018 AP English Literature: • *AP Literature Reader* Various Publishers 2018 • *Perrine's Literature, Structure and Sound (AP Literature)* Thomson Wadsworth 2006 **ENGLISH LANGUAGE DEVELOPMENT** ELL 1: *Edge Level A* Cengage Learning/ National Geographic 2007 ELL 2 & 3: *Edge Level B* Cengage Learning/ National Geographic. 2007 ELD A: *Edge Level A* Cengage Learning/ National Geographic. 2007 ELD B: *Edge Level B* Cengage Learning/ National Geographic. 2007 ELD C: *Edge Level C* Cengage Learning/ National Geographic. 2014 **ENGLISH ELECTIVES** Journalism: *Journalism Today* McGraw Hill Education 2004	Yes	0%
Mathematics	**MATH** Pre-Algebra: *Algebra 1, Common Core Edition* Pearson Prentice Hall 2016 Algebra 1: *Algebra 1, Common Core Edition* Pearson Education, Inc. 2016 Geometry: *Geometry, Common Core Edition* Pearson Education, Inc. 2016 Algebra 2: *Algebra 2 Packet* eMath/ BCCHS 2019 Discrete Math: *For All Practical Purposes* COMAP, Inc. 2009 Trigonometry/Math Analysis: *Precalculus: Enhanced with Graphing Utilities, 7th Edition* Pearson Education, Inc. 2016 Statistics: *Statistics Through Applications* W. H. Freeman 2009 AP Statistics: *The Practice of Statistics, 5th Edition* W. H. Freeman 2016 AP Calculus: *Calculus *AP Edition* Pearson Prentice Hall 2006	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	**SCIENCE** Biology: *Biology Now* W.W. Norton 2019 Chemistry: *High School Chemistry in Earth Systems (eBook ONLY)* Houghton Mifflin Harcourt 2020 Environmental Science: *Earth Science* Pearson Education, Inc. 2006 Physics: *Physics in the Universe (eBook Only)* Houghton Mifflin Harcourt 2020 Physiology: *Essentials of Human Anatomy and Physiology, 12th edition* Saavas Learning Company 2018 AP Environmental Science: *Living in the Environment* Brooks/Cole Publishing Company 2007 AP Chemistry: *Chemistry *AP Edition* Brooks/Cole/Cengage Publishing Co. 2014 AP Physics: *Physics: Principles and Problems* Glencoe McGraw-Hill 2008 **SCIENCE ELECTIVES** Forensic Science: *Forensic Science for High School* Kendall Hunt 2009 Medical Terminology: *Medical Terminology: A Living Language* Pearson Prentice Hall 2009	Yes	0%
History-Social Science	**SOCIAL STUDIES** World History: *World History: Patterns of Interaction* Houghton Mifflin Harcourt 2016 AP European History: *A History of Western Society since 1300 (for AP)* Bedford/St. Martin's 2014 United States History: *United States History CA* Saavas Learning Company 2016 African American United States History: *Creating Black Americans - AfricanAmerican History and Its Meanings, 1619- to the Present* Oxford University Press 2006 Chicano United States History: *Our America: A Hispanic History of the United States* W.W. Norton 2014 Womens' United States History: *The Reader's Companion to U.S. Women's History* HarperOne 1999 AP United States History: *America's History* Bedford/St. Martin's 2014 AP Psychology: *Updated Myers' Psychology for AP* Bedford, Freeman & Worth 2021 Economics: *Economics in Action* Pearson Prentice Hall 2019 American Government: *Magruder's American Government* Pearson Prentice Hall 2019 AP Government: *Government in Action* Pearson Prentice Hall 2019 **SOCIAL STUDIES ELECTIVES** Financial Literacy: *Foundations in Personal Finance* Ramsey Education 2021 Intro to Psychology: *Understanding Psychology* McGraw Hill Education 2002 Intro to Sociology: *Sociology: The Study of Human Relationships* Houghton Mifflin Harcourt Company 2005	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	**WORLD LANGUAGE** French 1: *D'accord Level 1 (PRIME Online Access)* Vista Higher Learning 2019 French 2: *D'accord Level 2 (PRIME Online Access)* Vista Higher Learning 2019 French 3: *Daccord Level 3 (PRIME Online Access)* Vista Higher Learning 2019 AP French: *T'es branché? 4* EMC School, LLC 2014 Spanish 1: *Descubre, Level 1* Vista Higher Learning 2022 Spanish 2: *Descubre, Level 2* Vista Higher Learning 2022 Spanish 3: *Descubre, Level 3* Vista Higher Learning 2022 Spanish Speakers 1: *Galería de lengua y cultura 1* Vista Higher Learning 2020 Spanish Speakers 2: *Galería de lengua y cultura 2* Vista Higher Learning 2020 AP Spanish Language: *Temas 2e* Vista Higher Learning 2020 AP Spanish Literature: *Abriendo Puertas* Houghton Mifflin Harcourt Company 2013	Yes	0%
Health	**Health** Health: *Comprehensive School Health Education (eBook Access)* McGraw Hill 2020	Yes	0%
Visual and Performing Arts	**FINE ARTS** Ceramics: *Experiencing Clay* Abe Books 2003 Photography: *Focus on Photography* Davis Publications 2006 AP Art History: *Gardner's Art Through the Ages: A Global History* Cengage Learning 2015 **TECHNICAL ARTS** Computer Science: *Technology in Action* Pearson Prentice Hall 2014 Culinary Arts 1: *Culinary Essentials* McGraw Hill 2016 Culinary Arts 2: *Foundations of Restaurant Management & Culinart Arts Level 1* Prentice Hall 2010 Engineering Technology: - *Conceptual Physics* Pearson Prentice Hall 2009 - *Pre-Engineering* McGraw-Hill Education 2012 Horticulture: *The New Western Garden Book: Ultimate Gardening Guide* Oxmoor House 2012 Intro to Nursing Assistance: *Mosby's Textbook for Nursing Assistants* ELSEVIER 2011	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Birmingham Community Charter High School's campus is recognized as one of the most beautiful school campuses in the San Fernando Valley with majestic, towering oaks. BCCHS operates on a 65-year-old facility that has multiple classrooms, assembly areas, and office buildings. The campus is spread across 76 tree-lined acres that include one major and two additional open-air quads, which include a multiple-tented eating area. Throughout, there are various green spaces with outdoor seating for meals and outdoor class activities. All of our classrooms are equipped with technology for 21st century learning, including smartboards which replace traditional projection equipment.

Birmingham has excellent and extensive sports facilities with two gymnasiums and soccer, lacrosse, baseball and softball fields. Our football stadium has an Olympic-qualified competition track. The school also has an Olympic-size pool for swimming, diving, and water polo instruction and interscholastic competitions.

A prioritization of repairs and maintenance is completed at an approximate $1 million per year. During the 21-22 school year, tree trimming and weed removal has been completed in several areas of the campus including the outdoor Horticulture classroom, the fire lane on the West side of campus was updated, and all the athletic fields have been reseeded. The sidewalk adjacent to the Baseball and Softball fields has been upgraded to ADA compliance and the girls' Softball locker rooms have been updated. Additional drains have been installed to eliminate flooding, field lights have been added, and two separate gym floors have been refinished.

In order to enhance the student meal experience and to increase the number of access points throughout Birmingham's large campus, three new encasements are being installed to facilitate grab-n-go offerings and two new mobile carts have been added.

Recently, Birmingham has received the final approvals to add additional classroom bungalows on campus in order to reduce class size and provide state-of-the-art science labs.

Finally, Birmingham has an annual cyclical maintenance schedule, protocols for repair requests, a daily cleaning schedule, and a trained custodial staff, which ensures our campus continues to be clean, safe, and conducive to learning. Enhanced cleaning and sanitizing protocols for school offices, bathrooms, classrooms, and other indoor spaces continue. These practices reflect mandates from the Los Angeles County Board of Public Health and policies as set forth in Birmingham's COVID 19 Containment Response Plan.

Last updated: 2/10/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: February 2022

Overall Rating	Good

Last updated: 2/14/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	684	665	96.24	2.75	58.79
Female	348	343	98.56	1.44	66.47
Male	336	322	95.83	4.17	50.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	39	95.12	4.88	48.72
Filipino	16	16	100.00	0.00	87.50
Hispanic or Latino	582	569	96.77	2.23	58.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	27	26	88.46	11.54	56.62
English Learners	31	31	100.00	0.00	12.90
Foster Youth	--	--	--	--	--
Homeless					
Military	50	48	96.00	4.00	54.17
Socioeconomically Disadvantaged	583	569	97.60	2.40	57.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	70	100.00	2.60	10.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
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.

Last updated: 2/14/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	684	666	97.37	2.63	23.64
Female	348	342	98.28	1.72	21.70
Male	336	324	96.43	3.57	25.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	40	97.56	2.44	20.00
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	582	569	97.77	2.23	21.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	26	23	88.46	11.54	34.79
English Learners	31	31	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	50	48	96.00	4.00	25.53
Socioeconomically Disadvantaged	583	568	97.43	2.57	23.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	69	98.57	1.43	1.47

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
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.

Last updated: 2/14/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Programs and classes offered that are focused specifically on career preparation and/or preparation for work.

Birmingham has developed several Career Technical Education pathways to prepare students for post-secondary higher education and/or entry-level employment. Our programs are selected and developed in response to the most recent labor market data in order to prepare students for high-skill, high-wage, high demand industries in our region. As a result of our programs, students are exposed to abundant opportunities for career exploration in a number of industry sectors including:

• Arts, Media & Entertainment
• Hospitality, Tourism & Recreation
• Information & Communication Technology
• Health Science & Medical Technology
• Business & Finance
• Engineering & Architecture

Through their course of study, students develop industry-standard knowledge and skills, have opportunities to earn industry-recognized certifications in a number of software platforms, network with business professionals, receive instruction on soft-skills, earn the BCCHS CTE Graduation Certificate, earn college credit, and participate in several work-based learning experiences including: internships, field trips to work sites and universities, skill-based competitions, job-shadowing, networking events, and leadership development.

During the 9th grade year, students are introduced to the Career Pathways through a career inventory survey. In the fall semester, they attend open house tours of CTE classes and receive information in classroom and large group presentations. In the spring, our full time Career Counselor invites over a hundred representatives from area colleges and businesses to attend our annual Career Fair. Students gain access to internships, entry-level jobs, interview practice, and additional networking experience through this event.

Currently, the CTE Pathways offered at Birmingham include Animation, Filmmaking, Graphic Design, Technical Theater, Software and Systems Development, Engineering Technology, Business Management and Finance, Food Service and Hospitality, and Patient Care. Pathways are two- or three-year sequences, and in most cases, offer at least one course that is articulated with a partner college for students to earn college credit. Students can begin a 3-year CTE pathway sequence in 10th grade or begin a 2-year sequence in 10th or 11th grade.

Birmingham has partnered with several area community colleges on a number of joint CTE projects and grant programs to strengthen the pipeline for our students to enter college CTE programs. We currently have thirteen articulation agreements (with two more in development) in which students earn college credit while taking CTE courses. Our college partners include: LA Valley College, LA Pierce College, Glendale Community College, and LA Trade Tech. We are developing additional agreements with LA Mission College and Santa Monica College to afford our students even more opportunities to earn college credit while in high school.

In the past several years, we have benefited from over $3 million in grant funding for CTE which has allowed us to offer abundant courses, enhance our technology, equipment and software and provide ample professional development to ensure our faculty are highly qualified and remain current with industry skills and knowledge. All of our CTE teachers are fully credentialed with the proper Designated Subjects Credential. Most recently, we were awarded the K12SWP grant for the third straight year totaling over $1MM. Additionally, we have continued to receive CTEIG funding every year it has been provided. The most recent award was for $150,000 for the 2021-2022 school year.

Table: Birmingham's CTE Pathways (2020-2021)

Career Pathway Industry Sector *Concentrator*	*Course 1-Introductory* *Course 3-Completer*	*Course 2-*
Animation		
Design, Visual & Media Arts	*Drawing	*Animation 1
	Animation 2	
Graphic Design		
Design, Visual & Media Arts		* Design
	*Digital Graphic Design	
		*Digital Media
		*Photography
Filmmaking		
Production & Managerial Arts		*Filmmaking 1
	*Filmmaking 2	
Technical Theater		
Production & Managerial Arts		Intermediate Theater & Stage Technology
Stage Technology	Advanced Theater & Stage Technology	
Food Service & Hospitality		
Hospitality, Tourism and Recreation		*Intro to Culinary Arts
	Advanced Culinary Arts	
Software & Systems Development		
Information and Communication Technology		*Computer Science
	AP Computer Science Principles	
Patient Care		
Health Science and Medical Technology		Pre-Medical Science 1
	Pre-Medical Science 2	
Business Management		
Business and Finance		Intro to Business

Management and Finance   *International Business

Engineering Technology

Architecture and Engineering   *Intro to   *Elementary Engineering
Graphics   *Applied Engineering Graphics 1

Engineering, Science & Technology

*Note: *Articulated for earned college credit.*

Programs and classes are integrated with academic courses and support academic achievement.

Birmingham's CTE program includes regularly scheduled time for CTE and academic course instructors to incorporate curriculum alignment and integrated projects and learning. For example, the Engineering teachers work closely together with physics and math teachers to design projects that incorporate common principles of design and problem-solving. The Culinary Arts teacher works together with the Filmmaking and Graphic Design teachers to develop a culminating event encompassing all three pathways. Our Software and Systems pathway includes Computer Science, an articulated college course in which students earn college credit and develop competency with foundational concepts in the broad application of software platforms in Microsoft Office Suite, Python and Java Script. This course supports academic achievement across the curriculum in other content areas as students acquire skills that facilitate typing and editing essays, accessing the Internet for research purposes, and completing project-based assignments for their academic classes. All of our CTE faculty engage in collaboration and co-planning to ensure students recognize interdisciplinary concepts, master CTE Model Curriculum Standards and core academic standards, and apply their learning beyond the classroom, ultimately in real world employment situations.

Addressing the needs of all students in career preparation, including special populations of students.

All CTE pathway programs are equally accessible to all students. The CTE pathways are marketed equitably to all students and recruitment efforts apply to all ninth and tenth graders within the process of course planning with counselors.

The school addresses the needs of all students in career and work preparation by having a full-time Career Counselor accessible to all students on the campus. Students may seek assistance with job searches, resume writing, job applications, career interest surveys, career exploration, and identification of internships and job shadow opportunities. The Career Counselor also hosts monthly soft-skills workshops open to all students, organizes Career Days with guest speakers, and registers students for ROP (i.e. Regional Occupational Center) classes, publicizing career-focused field trips, job fairs, and other career-oriented events in the community.

Measurable outcomes and evaluation.

There are several outcomes tied to the CTE programs and their class offerings. Upon completion, students receive certifications in specific industries including the software applications: Adobe Creative Suite, Microsoft Office Suite, ServSafe and California Food Handlers food safety certification, and First Aid and CPR. Students engage in leadership opportunities through clubs and competitions related to their industry sectors. Birmingham currently offers CCAP-LA enrollment for students in the Food Service and Hospitality pathway. This past Fall in 2020, Birmingham launched four new Career and Technical Student Organizations (CTSOs): Cal-HOSA for students in the Patient Care Pathway, CCAP-LA for students in Culinary Arts, Math Engineering Science Achievement (MESA) for students in the Engineering pathway, and Future Business Leaders of America (FBLA) for students in the Business Management and Finance, Animation, Graphic Design, Software and Systems, and Film pathways.

One feature of high quality CTE programs is to ensure all students have access to work-based learning opportunities. To that end, every student in every class has at least one opportunity (in most cases, several opportunities) to experience work-based learning through a field trip to a jobsite or college CTE program, job shadow, internship or guest speaker/guest project mentor experience.

Continuing this school year, students can work towards various performance and other measurable goals of BCCHS' CTE pathways. The courses in the Technical Theater pathway prepare students for mastering specific technical skills in the Theater industry including Set Construction, Painting, Costumes & Make-up, and/or Lighting and Sound. Students learn basic skills in their area of focus and then apply those skills through hands-on training by producing the tech for school plays and musicals. In addition to working with visiting artists and professional mentors in the field, theater students also visit studios, sets, and costume shops to gain understanding of their craft.

Students who successfully complete the various ROP classes earn a Certificate of Completion along with the opportunity to receive letters of recommendations and, even, job offerings. Current ROP classes available include Animal Caretaking, Banking Operations, Banking Management, Retail Merchandising, Performing Artist, Hotel and Restaurant Management.

In anticipation of the CDE developing measures for College and Career Readiness, Birmingham has begun tracking data for students in CTE programs including attendance at monthly soft-skills workshops, attendance and academic achievement markers for students in CTE pathways, progress toward the BCCHS CTE Graduation Certificate, number and quality of work-based learning experiences, and enrollment in college CTE courses and programs.

CTE Courses meeting graduation and A-G entrance requirements for UCs and CSUs

All of the CTE courses meet elective course requirements for graduation. Additionally, courses in the Arts, Media and Entertainment Industry sector meet Visual and Performing Arts/Fine Arts graduation requirements. All courses have also been A-G approved either as the G College preparatory elective course or meet other requirements as follows:

C – Mathematics – *AP Computer Science A* meets the math A-G requirement.

D – Science – *AP Computer Science Principles* meets the D science A-G requirement

F – Visual and Performing Arts – *Photography, Drawing, Design, Digital Media, Animation, Film, Theater, Digital Graphic Design* all meet the F Visual and Performing Arts A-G requirement.

CTE Advisory Committee and the industries represented.

We have developed robust advisory boards for all six industry sectors which include the nine CTE pathways. These advisory boards include CTE teachers, industry representatives, Birmingham alumni and parents, professors and administrators at our post-secondary partner colleges, and Birmingham pathway students. These advisory boards have been established to ensure ongoing communication with industry to continually enhance and improve our CTE programs.

Innovation through a Virtual Internship Program

In fall semester, with our instructional program being implemented via virtual platforms, we developed an innovative way for students to gain work experience through an in-house internship program. Students in the Software and Systems pathway applied for the opportunity to take additional training in MS Teams, IT Helpdesk and soft skills. Upon completion of their training, they worked directly with our school's IT department providing direct support to students and teachers in our community. Students committed to 40 hours of training and service to earn certifications and service work credit as well as network with technology industry professionals. Despite the completion of the internship, all of the students are continuing as IT support tech specialists for our school community and plan to continue their education and employment in STEM programs and careers upon graduation.

For more information about Birmingham's **CTE Pathways**, please contact the following individuals:

- **Lindsey Surendranath, CTE Coordinator, 818-383-6457 and l.surendranath@birminghamcharter.com**

- **Angela Zook, Career Counselor, 818-758-4401 and a.zook@birminghamcharter.com**

Last updated: 2/15/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	932
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	59

Last updated: 2/14/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	61.94%

Last updated: 2/14/22

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

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 2021-2022)

Parents and guardians are important educational partners of the BCCHS community. Various elements of our charter reflect the numerous opportunities for parental involvement. As an independent charter, parent representation is required on our main governing body – the school board - as well as several advisory councils and standing subcommittees. Additionally, parents attend activities and meetings in which various members of the school team present important information about Birmingham and informs families of the many resources offered to facilitate student achievement.

Birmingham's Lead Administrator/Director of Parental Engagement: Jose Luis Navarro (j.navarro@birminghamcharter.com; 818-758-5226).

Our on-site *Parent Center* is staffed by a bilingual team:
• Parent Liaison: Margarita Ponce (m.ponce@birminghamcharter.com ; 818-758-5281).
• English Learners Liaison: Jennifer Victoria (j.victoria@birminghamcharter.com; 818-758-4457)
• Administrative Assistant to Director: Maricela Lomeli (m.lomeli@birminghamcharter.com; 818-758-4464)
• Nutrition Coordinator: Evelyn Garcia (e.garcia@birminghamcharter.com; 818-758-6523)

Birmingham provides parents and families with several channels of communication:

• BCCHS maintains a Parent section on our website at birminghamcharter.com. Click on the Parents tab.

• ParentSquare is the official communication platform for Birmingham, which provides parents with school news, updates, and alerts. Instructions to register for ParentSquare are available on Birmingham's website.

• AERIES Parent Portal is a secure website that allows parents "real-time" access to view their children's attendance, grades, class schedule, transcripts, graduation status, and current class progress. Instructions to register for Parent Portal are available on Birmingham's website.

• Parents can sign-up to receive weekly updates on their children's progress in individual classes through Google Classroom.

• Parents may reach out to teachers, administration, paraprofessionals and staff through email links on the school's website and through the parent portal.

• Birmingham's monthly bilingual Parent eNewsletter highlights upcoming events, meetings, testing and other seasonal activities.

Parent and Family Engagement Team (PFET)
PFET is the parent advisory council composed of both parents and Birmingham staff. The PFET meets once per month throughout the school year:

Vision – The PFET ensures a robust partnership between BCCHS staff and families in support of the academic, social emotional development, and post-secondary success of all students.

Mission - The PFET:
• Facilitates two-way communication between families and BCCHS
• Facilitates access to school programs and resources
• Empowers parents to be proactive in their children's education

PFET achieves its *Vision* and *Mission* by focusing on:
• Customer Service
• Communication
• Authentic Community Engagement

Parent Involvement in Governance
Birmingham's governance structure includes parent representation on our governing school board and the following sub-committees:
• Curriculum & Instruction
• Student Services
• Facilities
• Human Resources
• Advisory Finance

Parent participation and representation is also important in our various advisory councils:
• Parent-Teacher Student Association (PTSA)
• School Site Council (SSC)
• English Learners Advisory Council (ELAC)

Informational Events
Parents are invited to monthly gatherings and continuing updates that are presented in both English and Spanish:
• Coffee with the Principal
• Parent eNewletter

Parents are encouraged to attend our annual informational events:
• Patriot Preview
• Orientation for Grades 9-12
• Back-to-School Night
• Open House
• Title I Overview
• ELAC Orientation
• SAS Orientation

Parents have the opportunity to increase their knowledge through our adult classes and workshops:

- FACTOR Parent Institute Classes –Levels 1 and 2
- ESL Classes – Levels 1, 2, and 3
- Technology Class Level 1 (including AERIES Portal Training)
- Emotional Intelligence
- Grief and Loss
- Talk Saves Lives: Suicide Prevention 101
- Self-Care for Caregivers

BCCHS also offers informational presentations applicable to our families:
- Student Academic Success and Improvement Recognition Assemblies
- LCAP Updates
- ELAC Updates
- Teen Depression
- College Planning – Financial Aid, FAFSA, and DACA
- NCAA Eligibility

Parents are encouraged to participate in surveys in which they provide feedback to the administration on various school matters.

State Priority: Pupil Engagement

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

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

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

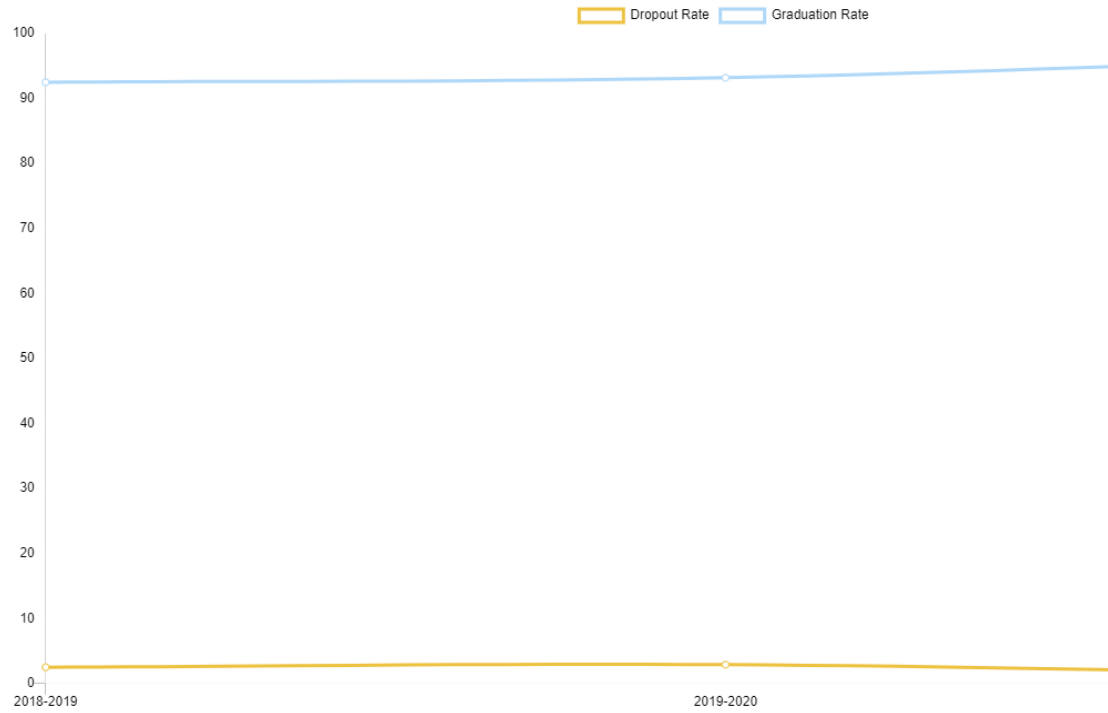| Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	2.50%	2.90%	1.30%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	92.50%	93.20%	96.50%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%

State Priority: Pupil Engagement

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

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

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	691	667	96.5
Female	357	352	98.6
Male	334	315	94.3
Non-Binary	0	0	0.0
American Indian or Alaska Native	--	--	94.3
Asian	--	--	--
Black or African American	27	27	100.0
Filipino	17	17	100.0
Hispanic or Latino	581	561	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	45	42	93.3
English Learners	57	43	75.4
Foster Youth	--	--	--
Homeless	24	22	91.7
Socioeconomically Disadvantaged	650	628	96.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	66	52	78.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3240	3196	319	10.0
Female	1528	1520	136	8.9
Male	1711	1675	182	10.9
American Indian or Alaska Native	2	2	0	10.9
Asian	31	31	3	9.7
Black or African American	144	140	13	9.3
Filipino	70	68	0	0.0
Hispanic or Latino	2793	2759	281	10.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	51	50	5	10.0
White	146	143	16	11.2
English Learners	260	250	39	15.6
Foster Youth	24	23	6	26.1
Homeless	115	113	25	22.1
Socioeconomically Disadvantaged	2807	2776	293	10.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	384	375	63	16.8

Last updated:

State Priority: School Climate

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

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

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

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	3.21%	0.06%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.33%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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	2.22%	0.44%	2.45%
Expulsions	0.09%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 2/14/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.06	0
Female	0	0
Male	0.12	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.04	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.68	0
English Learners	0	0
Foster Youth	4.17	0
Homeless	0	0
Socioeconomically Disadvantaged	0.07	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.26	0

Last updated:

School Safety Plan (School Year 2021-2022)

BCCHS' comprehensive **School Safety Plan** is comprised of three (3) sections:
• Volume I contains policy and procedures relating to child abuse reporting, sexual harassment, the Uniform Complaint Procedures (UCP), expulsion and suspension data.
• Volume II contains emergency information, such as emergency organization chart with job definitions, evacuation plan and map, descriptions of different procedures for natural or unnatural disasters and emergencies (i.e. earthquakes, floods, bomb threats, etc.).
• Volume III is the school's Intervention & Recovery Plan after a disaster.

On an annual basis, the Safety Committee reviews data including school trends in discipline and suspensions/expulsions and neighborhood crime reports. It then establishes procedures and makes revisions to the Plan to ensure a safe and orderly environment. The Safety Committee's focus has shifted from evaluating crime data to identifying strategies to address the academic and social-emotional impact of the pandemic including social isolation and trauma of all stakeholder groups.

The 2021-2022 updates to the Safety Plan were presented and the approved by School Site Council (SSC) and the school governing board during January 2022 and reflects the challenges that have emerged as the education program has shifted back to on campus learning during the continuing COVID pandemic. (Please see further discussion of BCCHS' response to the pandemic later in this narrative.) The Safety Plan and its details have been reviewed with the faculty and staff and presented to parents through a series of Zoom meetings, news updates, and alerts. Furthermore, BCCHS' faculty and safe are required to complete a comprehensive series of on-line trainings that include administering First Aid and CPR, operating a Fire Extinguisher, handling of chemicals present on the school campus, and identifying the signs of various scenarios that impact students including bullying, suicidal ideation, depression, and potential violent behavior.

This 2021-2022 update to the Safety Plan reflects the priorities of safety and social well-being. The goals include:
• to create a substance abuse free environment
• to increase student safety on campus by reducing bullying harassment, and violence
• to maintain a campus climate where students and staff feel safe
• to encourage and reinforce positive student behavior by increasing the number of staff distributing REACH Rewards cards.

Key elements of the **School Safety Plan** include:
• On-campus AED (Automated External Defibrillators)
• On-campus EpiPens® with various employees trained on their use
• Food and water stored for three (3) days
• Evacuation map, emergency procedure folders, and class flags in all rooms and offices
• Emergency buckets and water in every classroom
• All staff trained on procedures for emergencies including Fire, Earthquake, and Lockdown drills
• Faculty and staff training on suicide prevention and management of scenarios where there is a risk of violence
• CPR certification for various employees
• Safe use of golf cart training for applicable employees
• Drug sniffing dogs are used to deter drug use on campus
• Positive Behavior Intervention Support (PBIS) program

In response to the COVID 19 pandemic, Birmingham has created a comprehensive program of COVID screening and has approved several policies relating to enhanced safety. Some important components of the program include:

• Specific protocols and timelines for managing positive, exposed, and symptomatic students, staff and family members

• weekly testing of all students and staff

• availability of free testing for students, families and staff throughout the week including weekends and holidays

• a dedicated staff of medical assistants to administer tests

• a dedicated COVID Community Outreach team which monitors Birmingham's COVID Hotline email and phone, manages exposure tracing, and notifies applicable students, families, and staff

• reporting of all COVID 19 exposures at the school to the Los Angeles County Department of Public Health (LADPH).

Over the course of the pandemic as conditions changed, the school has modified plans and protocols to reflect the requirements of the CDC, LADPH, and LAUSD who is our charter issuer. Birmingham has also established policies relating to use of face masks, vaccination status of students and staff, and access for visitors to campus including parents and vendors.

The plan and other information relating to the pandemic is available on Birmingham's website www.birminghamcharter.com under the COVID 19 tab.

D. Other SARC information

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	64	48	65
Math	28.00	41	45	88
Science	30.00	14	35	47
Social Science	31.00	21	21	62

* 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	28.00	52	52	68
Math	28.00	46	68	68
Science	31.00	15	32	50
Social Science	30.00	17	23	48

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	87	60	24
Math	20.00	85	49	21
Science	28.00	25	25	49
Social Science	31.00	14	16	58

Last updated: 2/14/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	351

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	12.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	3.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	3.00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15054.00	$4268.00	$10786.00	$78968.00
District	N/A	N/A	$8823.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	20.02%	0.31%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	24.36%	-6.96%

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

Types of Services Funded (Fiscal Year 2020–2021)

BCCHS receives Title I, II and IV categorical funds. Birmingham also receives Supplemental and Concentration grants as part of the Local Control Funding Formula (LCFF). In aggregate, these funds are used to improve student performance and to ensure equitable access to all school programs.
Some of our programs and services include:
• Alternative supports for Tier I, II, and III academic intervention
• Title I and III coordinators
• After school tutoring for core content courses
• After school tutoring for English Learners – English Learner Liaison
• Project-based tutoring
• Homeless and Foster Youth Liaison
• Parent Center with bilingual Parent Liaison
• Parent Education classes and presentations
• Comprehensive EL (English Learners) Program
• Comprehensive SWDs (Students with Disabilities) Program
• Extensive Student Support services, including a PSA and social workers
• Tiered academic and behavioral intervention services
• College and Career Center staffed with counselors and other staff
• Professional development that addresses EL and SWD student needs and instructional strategies that use educational technology
• Parent Engagement activities and communications
• Sports program
• Performing and Visual Arts program
• Culinary program
• CTE program with multiple career pathways including Engineering
• CBI program

Last updated: 2/14/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Last updated:
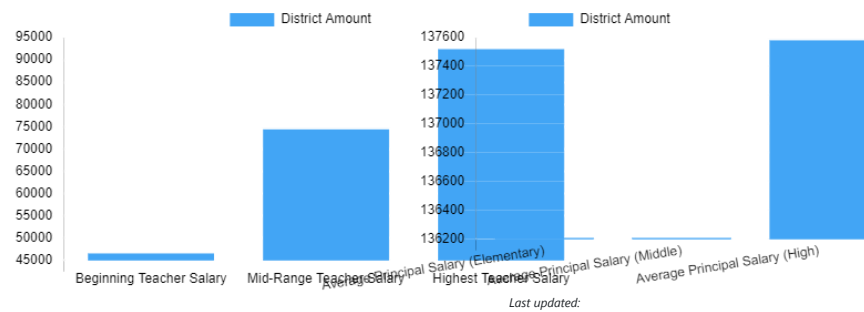
Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 21.80%

Subject	Number of AP Courses Offered*
Computer Science	3
English	11
Fine and Performing Arts	1
Foreign Language	6
Mathematics	5
Science	8
Social Science	7
Total AP Courses Offered*	45.00%

Last updated: 2/15/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	36

Subject	Number of AP Courses Offered*
Computer Science	3
English	11
Fine and Performing Arts	1
Foreign Language	6
Mathematics	5