

Birmingham Community Charter High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Tracie Bowdoin, Interim CEO/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 this vibrant learning community that is focused on providing each of our students with the opportunity to not only graduate, but to receive an education that effectively prepares every student for college, career and life.

Birmingham is a public, independent, conversion charter high school located in the heart of the San Fernando Valley. BCCHS offers a four-year program with a full array of courses that meet core state standards and fulfill A-G requirements of the UC/CSU system and other private colleges and universities. We offer AP and dual-credit college classes, as well as various academic, performing & visual arts and career technical electives (CTE).

As a charter school, we pride ourselves on having increased autonomy and governance. This allows our student, faculty and staff stakeholders to perform at optimal levels. Subsequently, all of our stakeholders, including parents and community members, are more actively involved in decision-making for all aspects of our school's operations and programs.

Some of our recent and continuing accomplishments for the 2018-19 school year include:

- WASC, our accrediting agency, has granted Birmingham an accreditation term of six years that extends through March 2024.
- Birmingham's charter petition has been renewed for another five-year term, which represents the charter's third consecutive approval process.
- Class of 2018 graduated with much fanfare, fireworks, and increasing graduation rate.
- Yearly school-wide attendance has increased steadily to 95%.
- Enrollment totals over 3,100 students
- "Readers' Choice Best Charter High School" received by the Daily News for the past several years.
- Continuation of our Blue and Gold block schedule that accommodates our growing roster of programs.
- Period Zero and Nine class meetings, which are available for students participating in performing arts, sports, and other school-based programs.
- Credit recovery opportunities offered throughout the school year and during summer school.
- Math tutors are placed in various math sections to assist students during class instruction.
- Free tutoring provided both before and after school and staffed by BCCHS faculty and other community partners.

As a comprehensive high school, BCCHS offers numerous programs for our students:

- School of Advanced Studies (SAS) offers dual-credit college courses for our most advanced students seeking rigorous academic challenges in grades 9-12. Students enrolled also receive credit for Intersegmental General Education

Transfer Curriculum (IGETC). Over 325 students have participated in the program annually. We have extended the program to include over a dozen course offerings such as English, Psychology, and Political Science. At any one time during the school term, 6-10 college classes are offered in partnership with Valley College.

- Annual Summer School program includes prep for AP classes and credit recovery.
- Birmingham Summer @ College permits students to apply and receive scholarships to attend summer college programs for high school students at various California public and private universities.
- Freshman Transition Program provided for incoming students for the past five summers.
- Sophomore Transition Program provided for select students who need additional academic support for the past two summers.
- Publishing experience provided to students with our award-winning yearbook *Essence* and our on-line student news site *The Patriot Post*.
- Extensive performing arts program that includes various Band, Choir, and Theater classes.
- Extra-curricular activities include special-interest clubs and leadership councils at grade, Academy, and school-wide levels.
- Our Sports program, the largest in the city of Los Angeles, boasts outstanding facilities including a swimming pool, a 10,000-seat stadium, an Olympic tartan track, a lighted baseball field, dedicated softball fields, and two Olympic-sized soccer fields.
- Our International Student Program brings exchange students to the campus from as many as a dozen countries. Our students gain first-hand experience interacting with young people from around the world.
- An outstanding Hospitality program with a state-of-the-art classroom including four stovetop-oven workstations, a double convection oven, a pizza oven, and other equipment of a professional kitchen.
- Nine career pathways in six industry sectors, which include Graphic Design, Animation, Engineering, Patient Care, and Computer Information Systems.

We can offer all of these programs with the support of our dedicated faculty and staff who all work diligently to provide a fantastic education for every student.

All of this activity is provided at a Title 1 high school that is located on a beautiful, safe, clean, and secure campus! We take immense pride in our safe, welcoming, and inclusive school culture. Anyone may visit our beautiful campus and/or our programs by arranging an appointment.

Respectfully yours,
Tracie Bowdoin
Interim CEO/Principal

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 2019-2020 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 for enrollment on school days from 8:00am – 3:00pm.

Principal's Comment

Tracie Bowdoin
Interim CEO/Principal
818-758-5200
t.bowdoin@birminghamcharter.com

Contact

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

Phone: 818-758-5200
E-mail: t.bowdoin@birminghamcharter.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Birmingham Community Charter High
Street	17000 Haynes St.
City, State, Zip	Lake Balboa, Ca, 91406-5420
Phone Number	818-758-5200
Principal	Tracie Bowdoin, Interim CEO/Principal
E-mail Address	t.bowdoin@birminghamcharter.com
Web Site	http://birminghamcharter.com
County-District-School (CDS) Code	19647331931047

Last updated: 1/23/2019

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

Birmingham Community Charter High School serves students in grades 9-12. In 2018-2019, 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 is composed of one graduating class. The administrator, teacher leaders, counselors, deans and social workers that support each GLA will work with the same group of students throughout the four years of high school, which offers a more personal approach to serving students' needs as they prepare for the transition to college and careers. Furthermore, the academies provide an opportunity for students to establish and plan leadership councils, extra-curricular activities, field-trips, and recognition and spirit assemblies.

GLA activities and events are in addition to the entire Birmingham community participating school wide in pep rallies, Homecoming, dances and formals, interscholastic sports, and extracurricular clubs.

BCCHS stakeholders collaborate to create an academically- challenging and supportive environment that prepares individual students to pursue their post high school academic and career goals.

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 school wide learner outcomes and the California content standards for academic success. The mission, vision, and School wide Learning Outcomes (SLOs) are periodically reviewed, most recently during the 2017-18 school year as part of the WASC self-study process.

The vision statement of BCCHS reflects a commitment by the stakeholders to provide all students with an instructional program that will prepare them for their future. The vision, mission, and expected student learning outcomes are supported by the governing Board, Academic Senate, and community members.

Vision: Birmingham Community Charter High School creates opportunities for all students.

Mission: Birmingham Community Charter High School strives to provide an innovative and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards, meet all graduation requirements, be responsible members of their communities, and attain skills needed to pursue their academic, career, and personal goals.

School wide Learning Outcomes:

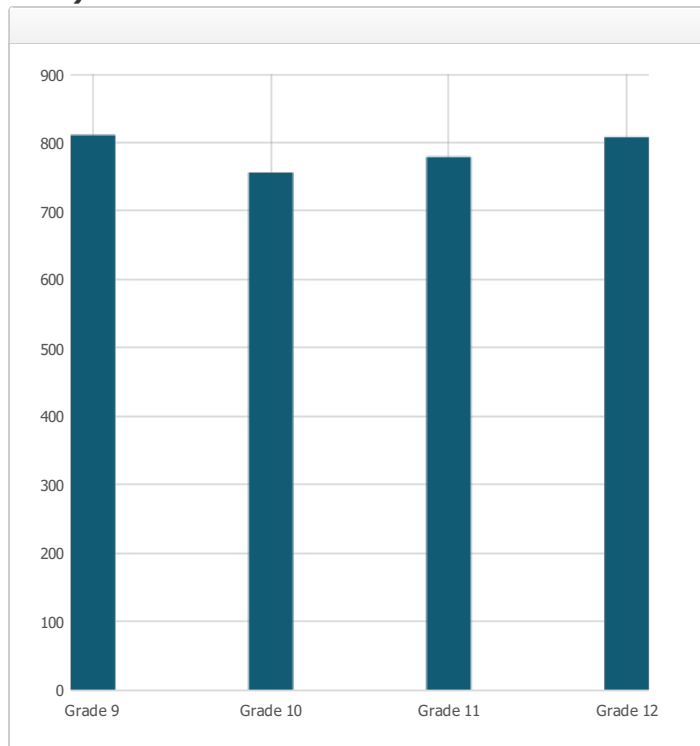
- ***C = Critical Thinkers***
- ***A = Academic Achievers***
- ***R = Responsible Citizens***
- ***E = Effective Communicators***

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 2019-2020 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 – 3:00 pm.

Last updated: 1/25/2019

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

Grade Level	Number of Students
Grade 9	811
Grade 10	756
Grade 11	779
Grade 12	808
Total Enrollment	3154



Last updated: 1/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	4.1 %
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	2.2 %
Hispanic or Latino	84.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	6.2 %
Two or More Races	1.7 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.0 %
English Learners	10.3 %
Students with Disabilities	11.9 %
Foster Youth	0.6 %

A. Conditions of Learning

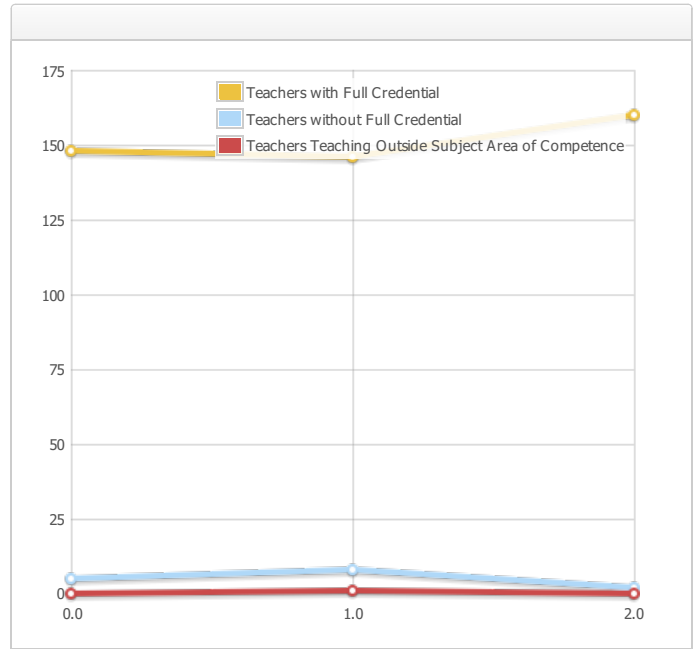
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

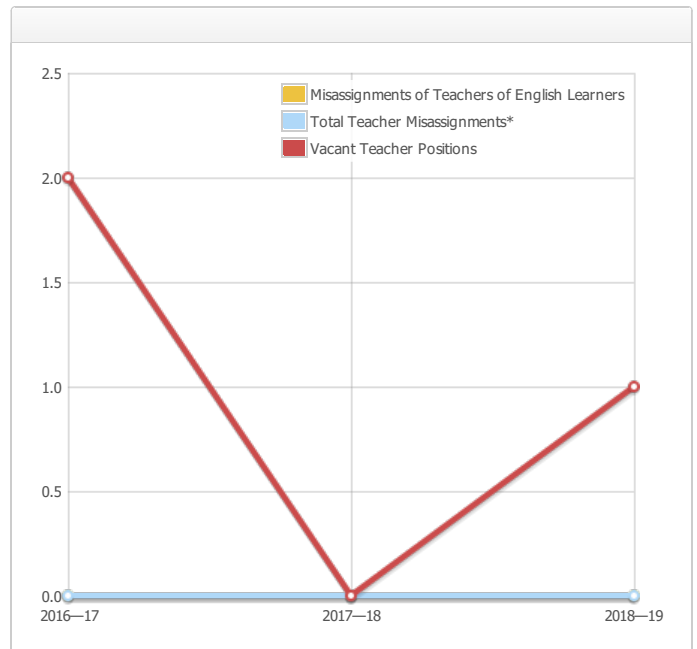
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	148	146	160	24740
Without Full Credential	5	8	2	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	2174



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2019

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

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">ENGLISH</p> <p>English 9 *9th Grade Reader/ Honors 9th Grade Reader. BCCHS. English 10 *10th Grade Reader BCCHS. English 11 *American Literature English 11 Reader BCCHS. AP Language Composition Language of Composition Bedford/ St. Martin's. English 12 *Expository Reading and Writing 12th Grade Reader BCCHS. AP English Literature AP Lit Reader BCCHS. Perrine's Literature, Structure and Sound (AP Literature) Thomson Wadsworth.</p> <p style="text-align: center;">ENGLISH LANGUAGE DEVELOPMENT</p> <p>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.)</p> <p style="text-align: center;">ENGLISH ELECTIVES</p> <p>Journalism Journalism Today McGraw Hill Education 2004</p> <p style="text-align: center;">* 2018-2019 editions of course readers are adopted for 2018-2019 school year.</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;">MATHEMATICS</p> <p>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 and Trigonometry: Structure and Method, Book 2. (McDougal Littell 2000.) 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.)</p> <p style="text-align: center;">** Texts adopted for 2018-2019 school year.</p>	Yes	0.0 %
Science	<p style="text-align: center;">SCIENCE</p> <p>Biology Biology. (Pearson Prentice Hall. 2007.) Chemistry Chemistry. (Holt McDougal. 2007.) Environmental Science **Earth Science. (Pearson Education, Inc. 2006.) Physics Physics: Principles and Problems. (Glencoe McGraw-Hill 2008.)</p>	Yes	0.0 %

	<p>Physiology Essentials of Human Anatomy and Physiology. (Pearson Education, Inc. 2015.)</p> <p>AP Environmental Science Living in the Environment. (Brooks/Cole Publishing Company. 2007.)</p> <p>AP Chemistry Chemistry, AP Edition. (Brooks/Cole/Cengage Publishing Co. 2014.)</p> <p>AP Physics Physics: Principles and Problems. (Glencoe McGraw-Hill. 2008.)</p>		
** Texts adopted for 2018-2019 school year.			

History-Social Science	SOCIAL STUDIES	No	0.0 %
	<p>World History World History: Patterns of Interaction. (Houghton Mifflin Harcourt Company. 2016.)</p> <p>AP European History A History of Western Society since 1300. (Bedford/St. Martin's. 2014.)</p> <p>United States History The Americas. (Houghton Mifflin Harcourt Company. 2016.)</p> <p>AP United States History America's History. (Bedford/St. Martin's. 2014.)</p> <p>AP Psychology Psychology: Themes and Variations, AP Edition. (Cengage Learning. 2010.)</p> <p>Economics Economics: Principles and Practices. (Glencoe McGraw-Hill. 2005.)</p> <p>American Government Magruder's American Government. (Pearson Prentice Hall. 2006.)</p> <p>AP Government The United States Government. (Houghton Mifflin Harcourt Company. 2006.)</p>		
	SOCIAL STUDIES ELECTIVES		
	<p>Intro to Psychology Understanding Psychology. (McGraw Hill Education. 2002)</p> <p>Intro to Sociology Sociology: The Study of Human Relationships. (Houghton Mifflin Harcourt Company. 2005.)</p>		

Foreign Language	FRENCH	No	0.0 %
	<p>French 1 Discovering French! Level 1. (Houghton Mifflin Harcourt Company. 2013.)</p> <p>French 2 Discovering French! Level 2. (Houghton Mifflin Harcourt Company. 2012.)</p> <p>French 3 Discovering French! Level 3. (Houghton Mifflin Harcourt Company. 2013.)</p> <p>AP French T'es branché? 4. (EMC School, LLC. 2014.)</p>		
	SPANISH		
	<p>Spanish 1 Avancemos! Level 1.(Houghton Mifflin Harcourt Company. 2013.)</p> <p>Spanish 2 Avancemos! Level 2. (Houghton Mifflin Harcourt Company. 2013.)</p> <p>Spanish 3 Avancemos! Level 3. (Houghton Mifflin Harcourt Company. 2013.)</p> <p>Spanish Speakers 1 & 2 Imagina. (Vista Higher Learning. 2015.)</p> <p>AP Spanish Language Tesoro Literario. (McGraw Hill Glencoe. 2004.)</p> <p>AP Spanish Literature Abriendo Puertas. (Houghton Mifflin Harcourt Company. 2013.)</p>		

Health	<p>Health **Comprehensive Health. (Goodheart-Wilcox. 2016.)</p>	Yes	0.0 %
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**** Texts adopted for 2018-2019 school year.**

Visual and Performing Arts	<p style="text-align: center;">FINE ARTS</p> <p>Ceramics Experiencing Clay. (Abe Books. 2003.)</p> <p>Photography Focus on Photography. (Davis Publications. 2006.)</p> <p>AP Art History Gardner's Art Through the Ages: A Global History. (Cengage Learning. 2015.)</p>	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2019

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.

A prioritization of repairs and maintenance is completed at an approximate \$1 million per year. Newly approved projects include the expansion of outdoor lighting on campus for the purpose of safety and security.

Current projects in various stages of development include the completion of a major renovation of the stadium field with state-of-the-art artificial turf and a new synthetic track. Completion of this project is expected in the beginning months of 2019. Also, we are adding six new classrooms, including two new science labs, in order to decrease class size averages. The science classrooms are ready for use contingent upon routine regulatory approvals. This project is expected to be completed by end of 2018. In the main gym, new score boards were installed recently, while the old ones were moved to the small gym for continued use.

All of our classrooms are equipped with technology for 21st century learning and have student desks and chairs which better facilitate collaborative, group work, as compared to traditional student seating.

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.

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.

Last updated: 1/25/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Spot inspection produced minor deficiencies with some ceiling tile water stains. Maintenance is working to seal around vents. ETA on repairs will be 4-1-19.
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: January 2019

Overall Rating	Good
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Last updated: 1/25/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	62.9%	71.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	24.2%	29.1%	30.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	747	720	96.39%	70.56%
Male	402	382	95.02%	64.92%
Female	345	338	97.97%	76.92%
Black or African American	34	31	91.18%	67.74%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	21	21	100.00%	90.48%
Hispanic or Latino	621	601	96.78%	69.55%
Native Hawaiian or Pacific Islander	--	--	--	
White	40	39	97.50%	76.92%
Two or More Races	19	17	89.47%	82.35%
Socioeconomically Disadvantaged	655	633	96.64%	69.51%
English Learners	122	112	91.80%	24.11%
Students with Disabilities	82	77	93.90%	20.78%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	747	722	96.65%	29.09%
Male	402	383	95.27%	29.50%
Female	345	339	98.26%	28.61%
Black or African American	34	32	94.12%	28.13%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	21	21	100.00%	52.38%
Hispanic or Latino	621	602	96.94%	27.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	40	39	97.50%	41.03%
Two or More Races	19	17	89.47%	35.29%
Socioeconomically Disadvantaged	655	635	96.95%	28.50%
English Learners	122	112	91.80%	7.14%
Students with Disabilities	82	77	93.90%	2.60%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

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

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 or an entry-level position in their field of interest. We focus on high skill, high wage, and high demand fields in response to the most recent labor market data, so that our students are prepared not only for college, but also for careers as well.

There are no pre-requisites for any of BCCHS' pathways. During second semester of Freshman Year, students receive information on all pathway choices and rate their choices based on their interests and career goals.

Each pathway has a three-year course sequence, commencing in 10th grade and finishing in 12th grade or a two-year course sequence commencing in 11th grade. For some pathways, students may complete the course sequence in just two years, typically during junior and senior year. Late entry into Birmingham does not negatively affect student participation in this program.

As part of the CTE program, there are select college classes offered on Birmingham's campus in which students can earn college credit through articulation with partner community colleges, including Los Angeles Valley College, Pierce College, and Glendale Community College. There is a pending articulation agreement with Santa Monica Community College for a Respiratory Therapy class, which will be part of the Patient Care pathway.

By senior year, students will have the opportunity to participate in internships, job shadowing, field trips and real-life practice in multiple career fields. There are nine CTE pathways in six industry sectors including:

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

Career Pathway	Table: Birmingham's CTE Pathways (2018-2019)	
	Course 1 Introductor Course 3 Completer	Course 2 Concentrator
Animation: Design, Visual & Media Arts Animation 2	Drawing	Animation 1
Graphic Design: Design, Visual & Media Arts Advanced Graphic Design	*Drawing	*Design
Filmmaking: Production & Managerial Arts Filmmaking 2	*Digital Media I	*Filmmaking 1
Technical Theater: Production & Managerial Arts Advanced Theater & Stage Technology	Intro to Theater & Stage Technology	Intermediate Theater & Stage Technology
Culinary: Food Service & Hospitality Advanced Culinary Arts	Intro to Culinary Arts	
Software & Systems Development AP Computer Science	Computer Science	Intermediate Systems Programming
Patient Care Medical Science 2 OR Pre Nursing Assistant	*Pre Medical Science I	*Anatomy and Physiology *Pre
Business Management Advanced Business Management	Intro to Business and Finance	Intermediate Financial Services
Engineering Technology/Architectural Design Applied Engineering Graphics 1 OR Applications OR Advanced Architectural Design	Intro to Engineering, Science & Technology	Elementary Engineering Graphics

*Note: * Courses may be taken concurrently.*

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

Birmingham's CTE program include regularly-scheduled time for CTE and academic course instructors to incorporate curriculum alignment and integrated projects and learning - for example in Patient Care pathway - the CTE teachers meet regularly with Biology and Physiology teachers to discuss skill development and knowledge acquisition. This is to ensure progression of courses makes sense for students working toward defined academic and career goals.

Students who participate in the Drama courses are cored with English and History, as students benefit from collaborative learning and student-centered group experience. This aligns with common core standards and BCCHS' instructional framework.

Computer Literacy, a Birmingham graduation requirement beginning with the Class of 2020, provides instruction in basic computer skills and programs including all Microsoft Office Systems - Word, Excel, PowerPoint, and Access. This course supports academic achievement since students acquire skills that facilitate typing and editing essays, accessing the Internet for research purposes, and completing project-based assignments for their academic classes.

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 and is the point person for maintaining the Career Center page on Birmingham's website, and registering students for community classes, both on and off 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 counselor also organizes an annual Career Fair, Career Days with guest speakers, registers students for ROP classes (i.e. Occupational Center), publicizes 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. Students engage in leadership opportunities through clubs and competitions related to their industry sectors. Birmingham is investigating the enrollment in specific Career Training Student Organizations – CTSOs. During 2017-2018 Furthermore, instructors across CTE pathways have completed additional CTE credentials.

A CTE programs goal is to ensure student access to workplace learning opportunities. Every student in every class has at least one experience via a field trip, 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 first two courses in the Technical Theater pathway prepare students for the capstone Advanced Theater & Stage Technology course during their senior year. Theater Tech students focus on one or more areas 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.

Computer Literacy provides the opportunity to earn Microsoft Office Systems (MOS) Certification in addition to Certification in individual office suite programs. In the period that spans 2014-2017, over 200 students enrolled in this class achieved MOS Certification. Similarly, students in Advanced Graphic Design have the opportunity to qualify as an Adobe Certified Associate. There are also certification opportunities in CPR and Auto CAD.

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, and Retail Merchandising.

In anticipation of the CDE developing measures for College and Career Readiness, Birmingham continues to plan for the implementation of data collection and analysis systems

CTE Advisory Committee and the industries represented:

We have developed robust advisory boards for all six industry sectors represented by the nine pathways. These advisory boards include CTE teachers, industry representatives including Birmingham alumni and parents, and professors and administrators of our post-secondary partners. These advisory boards have been established to ensure applicable acquisition of a knowledge base that serves student academic and career goals. For more information about the composition of advisory committees, contact Lindsey Surendranath at 818-383-6457 and l.surendranath@birninghamcharter.com.

For more information about Birmingham's CTE Pathways, contact Ed Van Hoose, Assistant Principal/Director at 818-758-5226 and e.vanhoose@birninghamcharter.com. For more information about Birmingham's articulation with partner colleges, ROP courses, and career-oriented events, contact Angela Zook at 818-758-4401 and a.zook@birninghamcharter.com.

Last updated: 1/28/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2045
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	57.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.0%

Last updated: 1/25/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	49.1%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	20.3%	23.5%	28.4%

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

Last updated: 1/23/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Parents are important stakeholders 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 apprise families of the many resources offered to facilitate student achievement.

Birmingham's Assistant Principal/Director of Parental Engagement: Edward van Hoose (e.vanhoose@birminghamcharter.com; 818-758-5226)
Our on-site Parent Center is staffed by our bilingual Parent Liaison: Margarita Ponce (m.ponce@birminghamcharter.com; 818-758-5281)

BCCHS maintains a Parent section on our website: birminghamcharter.com. Parents can track their child's attendance, assignments and grades by accessing the school's online AERIES Parent Portal. Parents may reach out to teachers, administration, paraprofessionals and staff through email links on the school's website and through the parent portal. Quarterly bilingual Parent Newsletter highlight upcoming events, meetings, testing and other seasonal activities. This year some parent volunteers will attend the California Charter Schools Association (CCSA) Conference and have been encouraged to attend the California Association for Bilingual Education (CABE) Conference. Also this year, select administrators, faculty and staff are attending a multi-day Parent and Family Engagement Workshop.

Our governance structure includes parent representation on our governing school board and the following sub-committees:

- Curriculum & Instruction
- Student Services
- Facilities
- Human Resources

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)

Parents are encouraged to attend our annual informational events:

- Patriot Preview
- Ninth Grade Orientation
- Back-to-School Night
- Open House
- Title I Overview
- ELAC Orientation and Newcomers Welcome Dinner

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

- FACTOR Parent Institute Classes –Levels 1 and 2
- ESL Classes – Levels 1 and 2

BCCHS also offers informational presentations applicable to our families:

- Student Academic Success and Improvement Recognition Assemblies
- LCAP Updates
- ELAC Updates
- PSAT/SAT Preparation
- Teen Depression
- College Planning – for each grade level
- Financial Aid, FAFSA, and DACA
- NCAA Eligibility

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

State Priority: Pupil Engagement

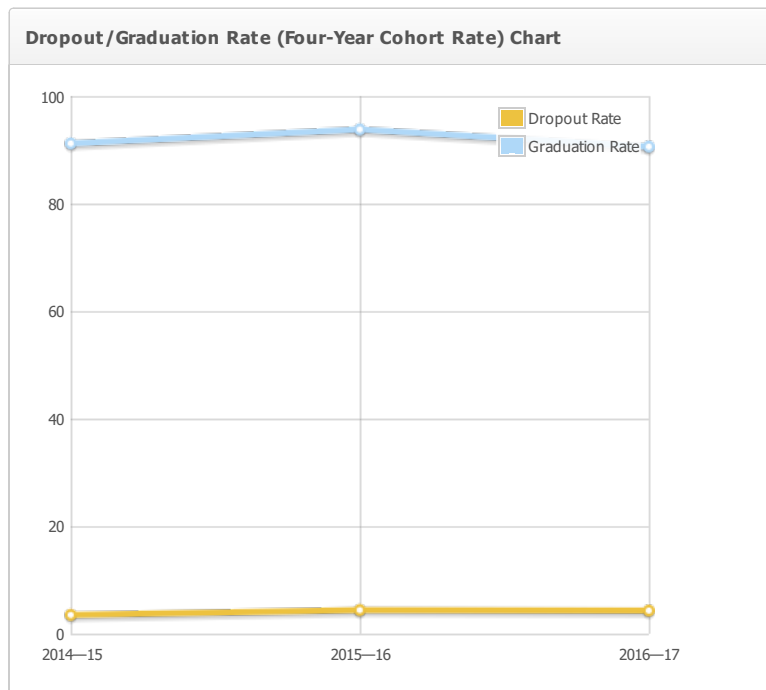
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.5%	4.4%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	91.2%	93.8%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.3%	10.8%	9.1%
Graduation Rate	90.6%	79.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	86.5%	88.5%	88.7%
Black or African American	92.9%	85.3%	82.2%
American Indian or Alaska Native	100.0%	79.8%	82.8%
Asian	86.7%	91.6%	94.9%
Filipino	94.1%	90.8%	93.5%
Hispanic or Latino	87.4%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	72.8%	87.8%	92.1%
Two or More Races	100.0%	89.5%	91.2%
Socioeconomically Disadvantaged	89.2%	86.8%	88.6%
English Learners	36.9%	43.1%	56.7%
Students with Disabilities	66.0%	61.6%	67.1%
Foster Youth	100.0%	84.7%	74.1%

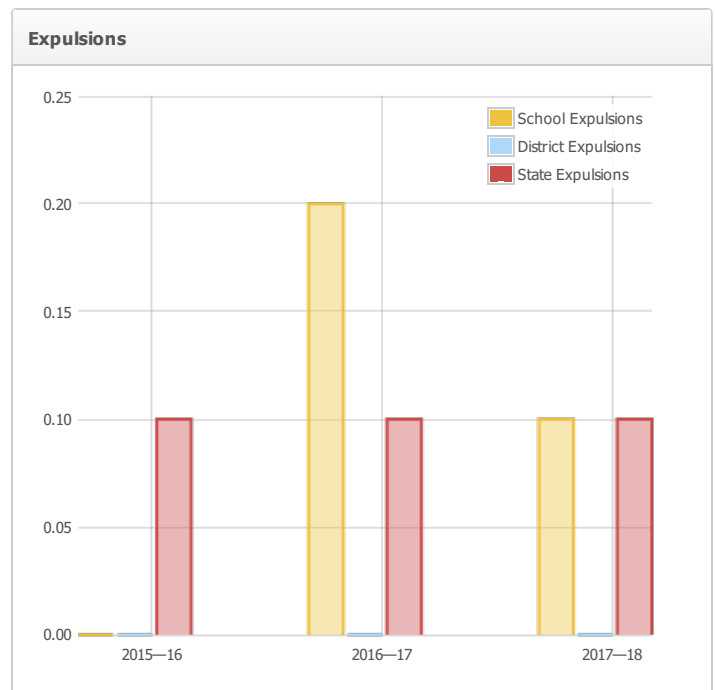
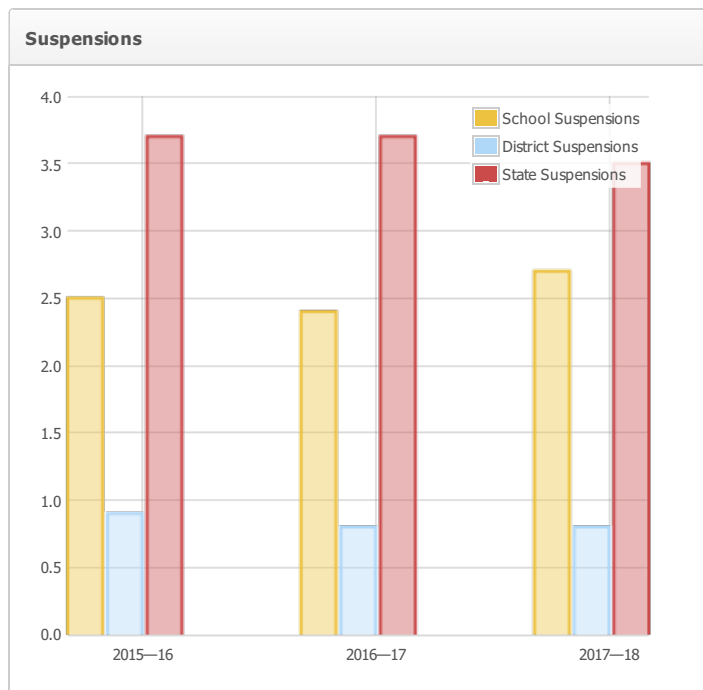
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.5%	2.4%	2.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

BCCHS' Comprehensive School Safety Plan is comprised of three (3) sections:

- Volume I contains policy and procedures relating to child abuse reporting, sexual harassment, Uniform Complaint Procedures, expulsion and suspension data, etc.
- 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.

The revised plan for 2018-2019 was presented and approved by School Site Council (SSC) and the school governing board during January 2019. The plan and its details have been reviewed with the faculty and staff at meetings in October and November 2018. The Safety Plan was also presented to parents during PTSA meetings in Fall 2018.

Key elements of the 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 in every classroom.
- All staff trained on procedures for Active Shooter scenarios.
- Faculty and staff training on suicide prevention.
- CPR training for various employees.
- Safe use of golf cart training for applicable employees.
- Drug sniffing dogs are used to deter drug use on campus
- Tier Two Implementation of Positive Behavior Intervention Support (PBIS) 18-19

The annually updated goals of the School Safety Plan include:

- Eighty percent of teachers will distribute six (6) or more REACH cards to students each month to support the PBIS program.
- Based on results of the 17-18 California Healthy Kids Survey (CHKS), reduce reported incidents of harassment/bullying by 5%.
- Reduce students under the influence of a controlled substance by 5%.
- Reduce number of suspensions due to fighting by 3%.
- Reduce number of student tardies to first period of school day by 3%.

Last updated: 1/24/2019

D. Other SARC Information

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	56	39	51
Mathematics	28.6	25	47	59
Science	30.5	12	33	52
Social Science	28.2	28	26	41

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	49	37	53
Mathematics	25.4	48	29	41
Science	30.6	13	26	51
Social Science	30.5	16	27	49

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	56	44	60
Mathematics	28.0	41	44	64
Science	31.0	15	30	50
Social Science	31.0	21	24	61

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

Last updated: 1/25/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	395.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.5	N/A
Social Worker	2.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	7.0	N/A
Other	2.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11563.0	\$1734.0	\$9829.0	\$66340.0
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	20.2%	-19.6%

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

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 access to all school programs for every student.

Some of our programs and services include:

- Alternative supports for Tier I, II, and III academic intervention
- Before and after school tutoring for core content courses
- 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 school 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

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

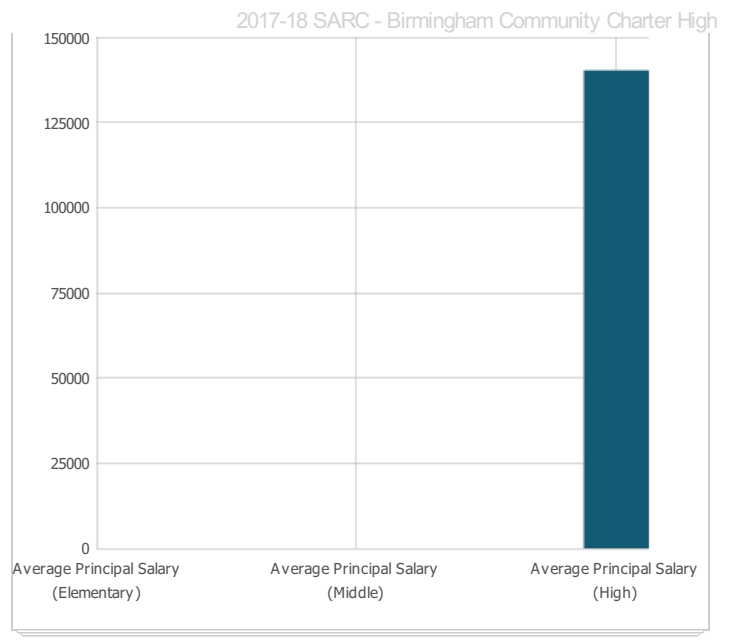
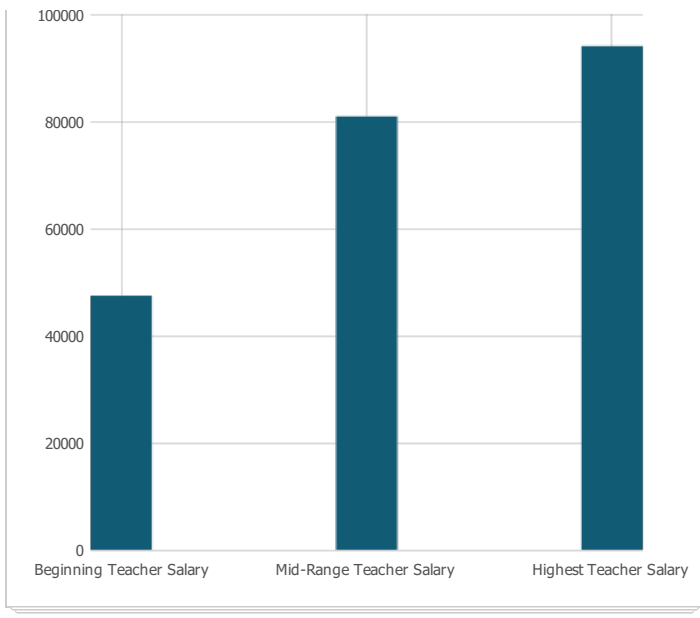
District is defined as Birmingham Community Charter High School for this category only.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,419	\$47,903
Mid-Range Teacher Salary	\$80,898	\$74,481
Highest Teacher Salary	\$94,041	\$98,269
Average Principal Salary (Elementary)	--	\$123,495
Average Principal Salary (Middle)	--	\$129,482
Average Principal Salary (High)	\$140,246	\$142,414
Superintendent Salary	\$187,425	\$271,429
Percent of Budget for Teacher Salaries	55.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/25/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	9	N/A
Fine and Performing Arts	2	N/A
Foreign Language	11	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	12	N/A
All Courses	49	24.8%

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

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

Last updated: 1/25/2019

Professional Development**The number of days provided for professional development and continuous professional growth in the most recent three-year period is:**

- 2018-2019: 9.50 days (45 1-hr sessions; 2 pupil-free days)
- 2017-2018: 9.33 days (44 1-hr sessions; 2 pupil-free days)
- 2016-2017: 7.33 days (44 1-hr sessions)

Administrators, in collaboration with the Academic Senate, review student achievement data to determine the critical learning needs of our students and ensure those needs are reflected in our LCAP goals. Simultaneously, the school leadership team reviews instructional data provided by informal peer observations, feedback from authorizing agency oversight visits, and raw data collected from instructional round teams to identify an instructional focus that supports the critical learning needs.

After members of Academic Senate discuss classroom observations, the professional development needs that will improve instructional delivery systems for increased student achievement are identified. For the past several years, BCCHS teachers have participated in professional development sessions addressing:

- California Standards
- Multi-tiered systems of student support (MTSS)
- Direct Interactive Instruction (DII)
- Universal Design for Learning (UDL)
- ELD Support
- Next Generation Science Standards (NGSS)
- Response to Intervention through Positive Behavior Intervention and Support (PBIS)
- Career Technical Education (CTE)
- Advanced Placement (AP)
- College and Career Readiness
- 21st Century Skills (Technology in the classroom)

The school supports the professional growth of both certificated and classified personnel through attendance at various conferences to ensure that all students achieve the academic and college and career readiness standards and the school wide learner outcomes.

There are five primary areas of focus for professional development that were selected based on student achievement data including CELDT scores, redesignation rate, SBAC scores, SAT performance, AP passage rates, core course fail rates:

1. Direct Interactive Instruction: This is a continued focus of professional development (PD) to advance common instructional techniques based on the California Department of Education's list for approved, research-based methods in order to address the needs of our targeted subgroups (English Learners, African American, Title 1, Students with Disabilities). The PD sessions this school year emphasized increased student-to-student interactions and increased rigor through questioning during class sessions in order to align with the skills and content of the California Common Core Standards.

2. Literacy and SDAIE Strategies: This is a continued focus of PD based on our English Learner (ELs) students' continued lower scores in writing, vocabulary and listening on the CELDT, SBAC, SAT and AP tests. The research-based strategies identified align with the State of California's expectation that all students demonstrate proficiency in English Language Arts on the SBAC administered in the 11th grade and that ELs redesignate within five years of entry into California schools.

3. California Math Practice Standards: This is a continued focus of PD for our Math and Science teachers in light of the lower than desired overall and subsection proficiency scores demonstrated on the Math SBAC. The strategies identified and course plans developed support increased Math proficiency for all students.

4. Embedded Instructional Technology: This PD focus area was identified based on the technological skills required for students to be college and career ready as outlined by the ISTE Standards for Students. The Google Suite of Apps for Education align with those standards and provide teachers with the tools to increase

critical thinking and independent learning skills in their students.

5. Next Generation Science Standards: This PD focus area was identified for our Science teachers in light of the California's adoption of said standards. The strategies identified and course plans being developed support and will increase proficiency in Science for all students.

The methods by which professional development is delivered include:

- School wide, department, and content-specific training
- Individual coaching including co-planning and co-teaching activities
- On-campus workshops and cohort activities
- Before and after school whole faculty, department, or small collaborative group workshops
- Off site education association conferences and workshops.
- Opportunities for certificated and classified staff to self-select professional development with administrative.
- Content and grade-level teacher cohorts meet frequently in collaborative groups.

During implementation of professional development, teachers are supported through:

- In-class coaching
- New teacher cadre
- Instructional Rounds to monitor school-wide implementation of the five primary components of Direct Interactive Instruction and inform administration on the areas of continued need for professional development
- Discussions and strategic planning based on student performance data reports occur at the department, SLC, teacher leadership, administrative, and board levels
- Routine meetings as an entire faculty, department, and SLCs (small learning communities).
- Additional meetings to determine the support needs of teachers occurs at biweekly leadership team meetings, weekly department chair and SLC meetings with administration.

The following chart outlines the professional development during the 2018-2019 school year:

<i>Personnel</i>	<i>Type</i>	<i>Description</i>
Selected Teachers	Training	PBIS – School Wide Behavior Support Implementation
Selected Teachers; Student Leaders	Training; Planning	CADA – Leadership and Team-Building
Selected AP Teachers	Training	AP Summer Institutes
EL Teachers	Training; Planning; Collaboration	Summer Institutes; Monthly Meetings – Curriculum, SDAIE strategies, Data Analysis
All Staff		School Culture and Climate – Team-Building Training
New Teachers	Training; Demo Lessons; Co-Teaching	Direct Interactive Instruction – Effective Instruction
Instructional Coaches	Training; Planning	Support for New Teachers
GLA Lead Teachers	Training	Stanford University’s Center to Support Excellence in Teaching (CSET)
Department Chairs; Administrators	Training	Danielson Framework for Teaching and Learning
Department Teachers	Lesson/Assessment Analysis	Lesson Development, Data Analysis, Effective Instructional Strategies, Common
	Planning; Collaboration	
Selected Teachers	Training; Workshops; Planning	STEM – Information, Course Development, Industry Partner Collaboration
All Teachers	Instruction	Educational Technology–Google Suite, Blended Learning, Collaboration Tools, Effective
	Training	

Selected ELA Teachers Planning; Collaboration	Curriculum Development, Grade Level Reader Production, Course Pacing
All Teachers Training	Strategies for Differentiating Instruction for EL Students and Redesignated ELs
All ELA Teachers Training	ICA Grading Calibration, Use of CAASPP Exemplars
All Math Teachers Training	ICA Grading Calibration, Use of CASSPP Exemplars
Algebra 2 Math Teachers Training	Curriculum Training, Instructional Coaching (Center for Teaching and Learning - CSUN)
Selected Math Teachers Planning; Collaboration	Curriculum Development, Course Pacing, Common Assessment Development
Selected Science Teachers; Administrator Training; Workshops	Next Generation Science Standards (NGSS) Training
All Teachers and Staff Sexual Harassment, Child Abuse Mandated Reporting Procedures, Suicide Prevention	Safe School Practices: Drug Awareness and Prevention, Active Shooter, Blood-borne Pathogens, Training
Counselors Requirements; NACAC: Academic Support; FAFSA:College Financial Aid	UC/CSU: Admission Support, A-G Requirements; CASC: Academic Support; NCAA:Admission Training; Workshops
School Psychologist Training	Psychological Support for Students
Compliance Officer Workshops	Title I, Homeless Student/Foster Youth Student Support, LCAP, ELAC, SSC
Administrators; Compliance Officer Workshops; Training; Planning; Collaboration	LCAP Development
BCCHS Board; Standing Subcommittees Training	Brown Act, School Board Responsibilities
SSC Members; ELAC Members Training	Brown Act, Green Act
CBO; Selected Personnel Workshops	ConApp; Time & Effort Reporting; CASBO: Compliance, School Budgeting, Legal Responsibilities
Selected Teachers; Administrators; Parent Academic Programs, Compliance, School Board Responsibilities	California Charter School Association (CCSA): Effective Instruction, Development of Effective Workshops
Selected Teachers Planning; Collaboration	CTE: Course Articulation with Community College Representatives
Selected CTE Staff Workshops; Planning	Educating for Careers – CTE Pathways
BCCHS Board; All Teachers; Selected Classified Staff Training	Homeless Students – Identification and information management
Selected Classified Staff; Administrators	AERIES: Student Information System Support/Programs

Training

Data Analyst CALPADS
Training

Data Support

Selected Classified Staff
Training

Office Systems, Excel, Advanced Excel, Advanced Word

Human Resources Staff
Training

Personnel Support

Last updated: 1/25/2019