

Birmingham Community Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/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](#) 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.



Elena Paul, 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 a world-class 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. We offer AP and dual-credit college classes, as well as various academic 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.

We are pleased to announce some of our recent and continuing accomplishments for the 2017-18 school year:

- Class of 2017 graduated with much fanfare, fireworks, and increasing graduation rate.
- Yearly school-wide attendance has increased steadily to 95.8% during 2017-2018.
- Enrollment totaling over 3,100 students in the 2017-18 school year.
- "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 four 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 14 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,
Elena Paul
CEO/Principal
818-758-5200

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 2017-2018 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

CEO/Principal Elena Paul

Contact

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

*Phone: 818-758-5200
E-mail: e.paul@birminghamcharter.com*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	213-241-1000
Superintendent	Michelle Kind
E-mail Address	michelle.king@lausd.net
Web Site	lausd.net

School Contact Information (School Year 2017-18)	
School Name	Birmingham Community Charter High
Street	17000 Haynes St.
City, State, Zip	Lake Balboa, Ca, 91406-5420
Phone Number	818-758-5200
Principal	Elena Paul, CEO/Principal
E-mail Address	e.paul@birminghamcharter.com
Web Site	http://birminghamcharter.com
County-District-School (CDS) Code	19647331931047

Last updated: 1/24/2018

School Description and Mission Statement (School Year 2017-18)

Birmingham Community Charter High School serves students in grades 9-12. In 2017-2018, our student body continues to be ethnically, racially, linguistically, culturally, and economically diverse. With over 3,100 students, the school is organized into six distinct academies. The school's Freshman Academy was established over a dozen years ago. At the beginning of the 2017-2018 school year, we added a Sophomore Academy in order to address the unique social-emotional and academic needs of this age group. At the conclusion of sophomore year, all students select from one of four academies which offer 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 in leadership councils, extra-curricular activities, field-trips, and spirit competitions. The four upper-level academies are:

- Creative and Liberal Studies (CAL)
- Medical Academy with Science/Health (MASH)
- Performing and Visual Arts (PVA)
- Digital Media

Beyond the academies, the Birmingham community participates in activities such as schoolwide pep rallies, Homecoming events, dances, interscholastic sports, and extracurricular clubs.

BCCHS stakeholders collaborate to create and 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 schoolwide learner outcomes and the academic standards.

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.

Schoolwide Learning Outcomes:

- C = Critical Thinkers

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

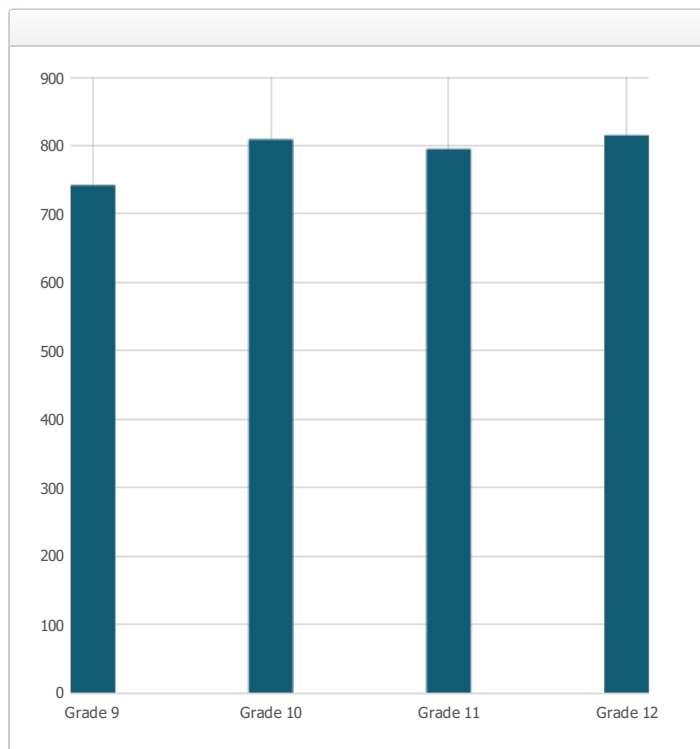
The mission and vision have been periodically reviewed, most recently in the fall of 2018. BCCHS' Schoolwide Learning Outcomes (SLOs) were reviewed in the fall of 2018 and the faculty decided the existing SLOs are still relevant to our mission and vision and address the needs of 21st century high school graduates.

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 2018-2019 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: 1/29/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	742
Grade 10	809
Grade 11	795
Grade 12	815
Total Enrollment	3161



Last updated: 1/22/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	0.1 %
Asian	1.5 %
Filipino	2.1 %
Hispanic or Latino	84.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	6.2 %
Two or More Races	1.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.7 %
English Learners	11.2 %
Students with Disabilities	12.6 %
Foster Youth	0.5 %

Last updated: 1/22/2018

A. Conditions of Learning

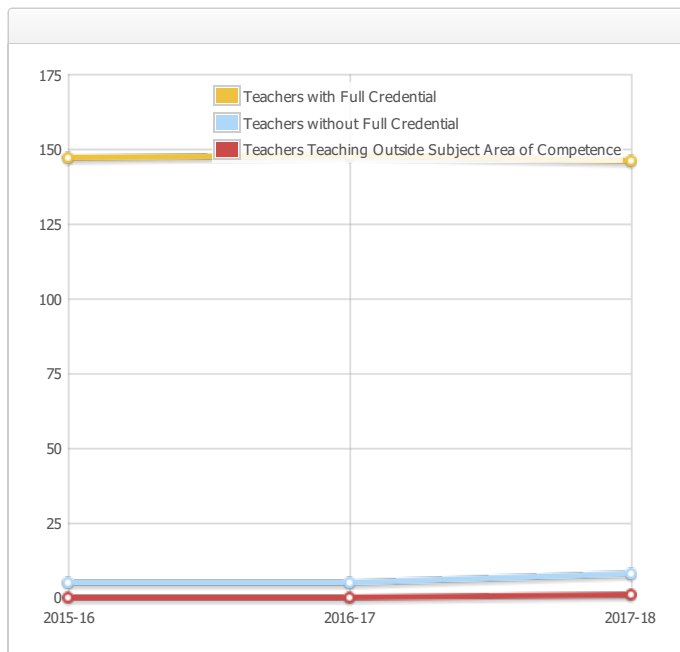
State Priority: Basic

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

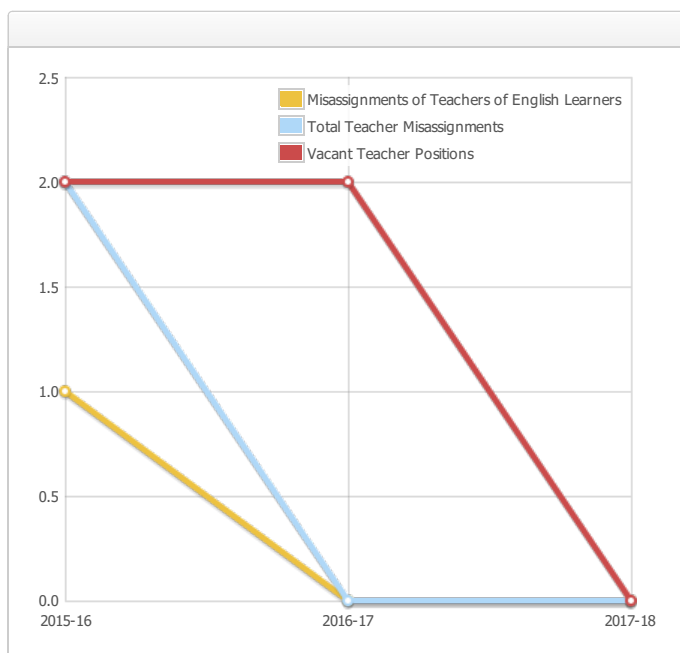
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential	147	148	146
Without Full Credential	5	5	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	2	2	0



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 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 Literature: Timeless Voices, Timeless Themes, Gold Level. (Prentice Hall. 2002.) *9th Grade Reader./ *Honors 9th Grade Reader. (BCCHS. 2017.)</p> <p>English 10 Literature: Timeless Voices, Timeless Themes, Platinum Level. (Prentice Hall. 2002.) *10th Grade Reader. (BCCHS. 2017.)</p> <p>English 11 Literature: Timeless Voices, Timeless Themes, The American Experience. (Prentice Hall. 2002.) *American Literature English 11 Reader. (BCCHS. 2017.)</p> <p>**AP English Language Language of Composition, 2nd edition. (Bedford/ St. Martin's. 2013.)</p> <p>English 12 *Expository Reading and Writing 12th Grade Reader. (BCCHS. 2017.) 50 Essays. (Bedford/St. Martin's. 2011.)</p> <p>AP English Literature Perrine's Literature, Structure and Sound (AP Literature). (Thomson Wadsworth. 2006.)</p> <p style="text-align: center;">ENGLISH LANGUAGE DEVELOPMENT</p> <p>ELL 1 Edge Level A. (Cengage Learning/ National Geographic. 2007.)</p> <p>ELL 2 & 3 Edge Level B. (Cengage Learning/ National Geographic. 2007.)</p> <p>ELD A Edge Level A. (Cengage Learning/ National Geographic. 2007.)</p> <p>ELD B Edge Level B. (Cengage Learning/ National Geographic. 2007.)</p> <p>ELD C Edge Level C. (Cengage Learning/ National Geographic. 2014.)</p> <p style="text-align: center;">ENGLISH ELECTIVES</p> <p>Creative Writing Creative Writing Reader. (BCCHS. 2015.)</p> <p>Journalism Journalism Today. (McGraw Hill Education. 2004.)</p> <p>Science-Fiction Literature The Wesleyan Anthology of Science Fiction. (University Press of New England. 2010.)</p> <p>* 2017-2018 editions of course readers were adopted for the 2017-2018 school year.</p> <p>** Texts adopted for 2017-2017 school year.</p>	Yes	0.0 %
Mathematics	<p>Pre-Algebra onRamp to Algebra. (Pearson Prentice Hall. 2016.)</p> <p>Algebra 1 Algebra 1, Common Core Edition. (Pearson Education, Inc. 2016.)</p> <p>Geometry Geometry, Common Core Edition. (Pearson Education, Inc. 2016.)</p> <p>Algebra 2 Algebra and Trigonometry: Structure and Method, Book 2. (McDougal Littell. 2000.)</p> <p>Discrete Math For All Practical Purposes. (COMAP, Inc. 2009.)</p> <p>Trigonometry/Math Analysis Precalculus: Enhanced with Graphing Utilities, 7th Edition. (Pearson Education, Inc. 2016.)</p> <p>Statistics Statistics Through Applications. (W. H. Freeman. 2009.)</p>	No	0.0 %

AP Statistics The Practice of Statistics, 5th Edition. (W. H. Freeman. 2016.)

AP Calculus Calculus *AP Edition. (Pearson Prentice Hall. 2006.)

Science	SCIENCE	No	0.0 %
	<p>Biology Biology. (Pearson Prentice Hall. 2007.)</p> <p>Chemistry Chemistry. (Holt McDougal. 2007.)</p> <p>Physical Geology Earth Science. (Pearson Education, Inc. 2006.)</p> <p>Physics Physics: Principles and Problems. (Glencoe McGraw-Hill. 2008.)</p> <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>		
	SCIENCE ELECTIVES		
	<p>Astronomy Discovering the Universe. (Bedford, Freeman & Worth Publishing. 2014.)</p> <p>Forensic Science Forensic Science for High School. (Kendall Hunt. 2009.)</p> <p>Medical Terminology Medical Terminology: A Living Language. (Pearson Prentice Hall. 2009.)</p>		
History-Social Science	SOCIAL STUDIES	No	0.0 %
	<p>AP Human Geography The Culture Landscape: An Introduction to Human Geography (Pearson Education, Inc. 2016.)</p> <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>United States 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>Criminal Law Street Law: A Course in Practical Law. (McGraw Hill Education. 2010.)</p> <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	Yes	0.0 %
	<p>French 1. Discovering French! Level 1. (Houghton Mifflin Harcourt Company.</p>		

2013.)

French 2. Discovering French! Level 2. (Houghton Mifflin Harcourt Company, 2012.)

French 3. Discovering French! Level 3. (Houghton Mifflin Harcourt Company, 2013.)

****AP French.** T'es Branche. (EMC. 2014.)

SPANISH

Spanish 1. Avancemos! Level 1. (Houghton Mifflin Harcourt Company, 2013.)

Spanish 2. Avancemos! Level 2. (Houghton Mifflin Harcourt Company, 2013.)

Spanish 3. Avancemos! Level 3. (Houghton Mifflin Harcourt Company, 2013.)

Spanish Speakers 1 & 2. Imagina (Vista Higher Learning, 2015.)

****AP Spanish Language.** Temas. (Vista Higher Learning, 2014.)

AP Spanish Literature. Abriendo Puertas. (Houghton Mifflin Harcourt Company, 2013.)

**** Texts adopted for 2017-2017 school year.**

Health	Health Comprehensive Health. (Goodheart-Wilcox, 2016.)	No	0.0 %
Visual and Performing Arts	<p>Ceramics Experiencing Clay. (Abe Books, 2003.)</p> <p>Filmmaking The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age. (Penguin Random House, 2013.)</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> <p>Filmmaking The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age. (Penguin Random House, 2013.)</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: 1/24/2018

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. Throughout the course of the 2016-2017 school year, BCCHS repainted the exterior of the entire school, resurfaced and repaired the parking lots, and replaced the blue tarp that encircles the campus fencing. During Spring vacation 2017, new bleachers were installed in the Main Gym. At the end of calendar year 2017, outdoor bleachers were installed at the Lacrosse field.

Current projects in various stages of development include the replacement of our stadium field with state-of-the-art artificial turf with a new synthetic track. Also, we are adding six new classrooms, including two new science labs, in order to decrease class size averages. This project is expected to be completed by end of 2018.

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. Science classrooms have been stocked with updated lab equipment. Over the summer before the 2017-2018 school year, extensive maintenance and cleaning of school-wide HVAC systems was completed. This provides cleaner, fresher air into the classrooms. To conserve energy, old style light bulbs have been changed out with LED bulbs and occupancy sensors have been installed to turn off lights when rooms are not in use.

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: 1/24/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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 04-01-18.
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 2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	64%	62%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	25%	24%	29%	30%	36%	37%

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: 1/22/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	775	743	95.87%	62.31%
Male	430	403	93.72%	58.81%
Female	345	340	98.55%	66.47%
Black or African American	31	29	93.55%	44.83%
American Indian or Alaska Native				
Asian	13	12	92.31%	50.00%
Filipino	13	13	100.00%	69.23%
Hispanic or Latino	663	636	95.93%	62.89%
Native Hawaiian or Pacific Islander				
White	40	38	95.00%	71.05%
Two or More Races	15	15	100.00%	53.33%
Socioeconomically Disadvantaged	708	679	95.90%	62.30%
English Learners	135	112	82.96%	21.43%
Students with Disabilities	100	91	91.00%	17.58%
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: 1/22/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	776	755	97.29%	23.97%
Male	431	415	96.29%	25.06%
Female	345	340	98.55%	22.65%
Black or African American	31	29	93.55%	17.24%
American Indian or Alaska Native				
Asian	13	12	92.31%	41.67%
Filipino	13	13	100.00%	46.15%
Hispanic or Latino	664	647	97.44%	22.41%
Native Hawaiian or Pacific Islander				
White	40	39	97.50%	38.46%
Two or More Races	15	15	100.00%	33.33%
Socioeconomically Disadvantaged	709	690	97.32%	24.06%
English Learners	136	124	91.18%	--
Students with Disabilities	100	91	91.00%	--
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: 1/22/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	50.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/22/2018

Career Technical Education Programs (School Year 2016-17)

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

Birmingham has developed cohesive, complete pathways that prepare students for post-secondary education or an entry-level position in their field of interest. We focus on high skill, high wage, and high demand fields, 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. 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

Table: Birmingham's CTE Pathways (2017-2018)

Career Pathway: Course 3-Completor	Course 1-Introductor	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 2	*Digital Media	*Filmmaking 1	Film

Technical Theater: Production & Managerial Arts Advanced Theater & Stage Technology	Intro to Theater & Stage Technology	Intermediate Theater & Stage Technology	
Culinary: Food Service & Hospitality	Intro to Culinary Arts	Advanced Culinary Arts	
Software & Systems Development Computer Science	Computer Science	Intermediate Systems Programming	AP
Patient Care *Pre Medical Science 2 OR Pre Nursing Assistant	*Pre Medical Science I	*Anatomy and Physiology	
Business Management Advanced Business Management: Enterprises & Project Management	Intro to Business and Finance	Intermediate Financial Services & Banking	
Engineering Technology / Architectural Design Applied Engineering Graphics 1 OR Applications OR Advanced Architectural Design	Intro to Engineering, Science & Tech	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. 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 Career Days with guest speakers and registers students for ROP (i.e. 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. 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 program 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@birminghamcharter.com.

For more information about Birmingham's CTE Pathways, contact Ed Van Hoose at 818-758-5200 and e.vanhoose@birminghamcharter.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@birminghamcharter.com.

Last updated: 1/25/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2505
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	25.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

Last updated: 1/22/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	40.8%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	23.3%	23.3%	24.5%

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: 1/22/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are **Important Stakeholders** of the Birmingham community and various elements of our charter reflect the numerous opportunities for parental involvement in school governance and decision-making. 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 818-758-4465

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 Parent Newsletters** highlight upcoming events, meetings, testing and other seasonal activities.

Our governance structure includes parent representation on our governing school board and the following **Standing 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 Committee (ELAC)

Parents are encouraged to attend our **Annual Events:**

- Patriot Preview
- Back-to-School Night
- Open House
- Title I Overview

Parents have the opportunity to increase their knowledge through our **Adult Classes:**

- FACTOR / PIQUE Parent Institute Classes
- ESL Classes - Levels 1, 2, 3 and 4

BCCHS also offers **Monthly Events** and **Informational Workshops** applicable to our families:

- Student-of-the-Month Recognition Dinners
- LCAP Updates
- ELAC Updates
- College Planning
- PSAT and 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** available on-line, in which they provide feedback to the administration on various school matters.

State Priority: Pupil Engagement

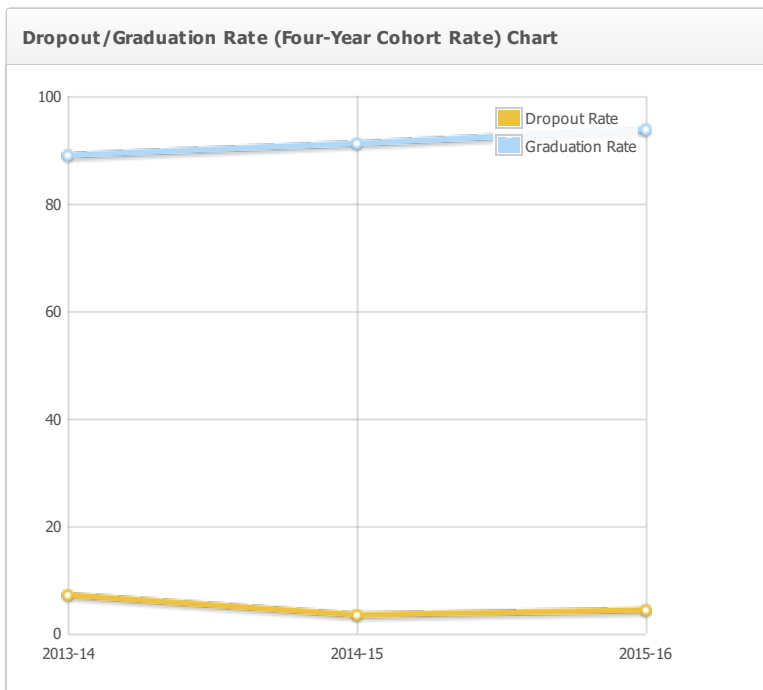
Last updated: 1/25/2018

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	7.2%	3.5%	4.4%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	89.0%	91.2%	93.8%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%



Last updated: 1/22/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	85.7%	86.9%	87.1%
Black or African American	85.7%	82.9%	79.2%
American Indian or Alaska Native	100.0%	81.7%	80.2%
Asian	77.3%	89.2%	94.4%
Filipino	100.0%	90.1%	93.8%
Hispanic or Latino	87.3%	87.3%	84.6%
Native Hawaiian or Pacific Islander	100.0%	88.8%	86.6%
White	70.0%	86.0%	91.0%
Two or More Races	100.0%	83.3%	90.6%
Socioeconomically Disadvantaged	90.9%	87.9%	85.5%
English Learners	38.8%	38.2%	55.4%
Students with Disabilities	75.0%	59.2%	63.9%
Foster Youth	100.0%	82.7%	68.2%

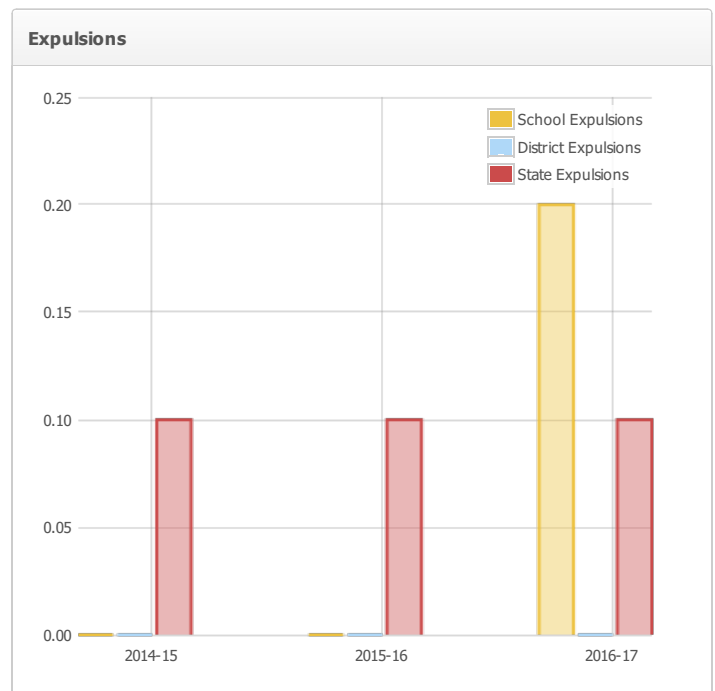
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.4%	2.5%	2.4%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2018

School Safety Plan (School Year 2017-18)

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 2017-2018 was presented to the School Site Council (SSC) during January 2018 and approval of the update by SSC and the school governing board is expected at their February 2018 meetings. The previous year's edition was approved by the SSC and the school board during February 2017. The plan and its details have been reviewed with the faculty and staff at meetings at the beginning of the current school year. The Safety Plan was also presented to parents at the September 19, 2017 PTSA meeting.

Key elements of the 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 in every classroom.
- All staff trained on procedures for Active Shooter scenarios.
- Faculty and staff training on suicide prevention.
- Various employees are CPR trained.
- Applicable employees are trained on the safe use of a golf cart.
- Drug sniffing dogs are used to deter drug use on campus
- Positive Behavior Intervention Support (PBIS) is in Stage One of implementation

Last updated: 1/24/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	30	56	36	25.0	56	39	51	25.0	49	37	53
Mathematics	27.0	28	52	18	28.6	25	47	59	25.4	48	29	41
Science	29.6	10	50	24	29.9	12	33	52	30.6	13	26	51
Social Science	31.2	10	36	31	27.2	28	26	41	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.

Last updated: 1/23/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	9.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	9.0	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: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11425.0	\$4576.0	\$6851.0	\$78101.0
District	N/A	N/A	--	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	5.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	4.1%	-1.4%

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

Last updated: 1/26/2018

Types of Services Funded (Fiscal Year 2016-17)

BCCHS receives Title I, II and III 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 of our 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
- Professional development that addresses EL and SWD student needs
- Parent Engagement activities and communications
- Adult Education classes for parents

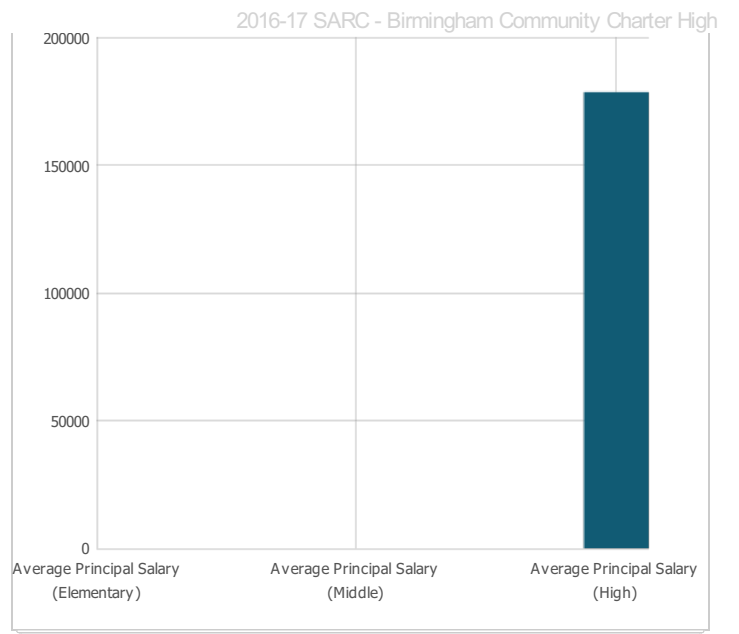
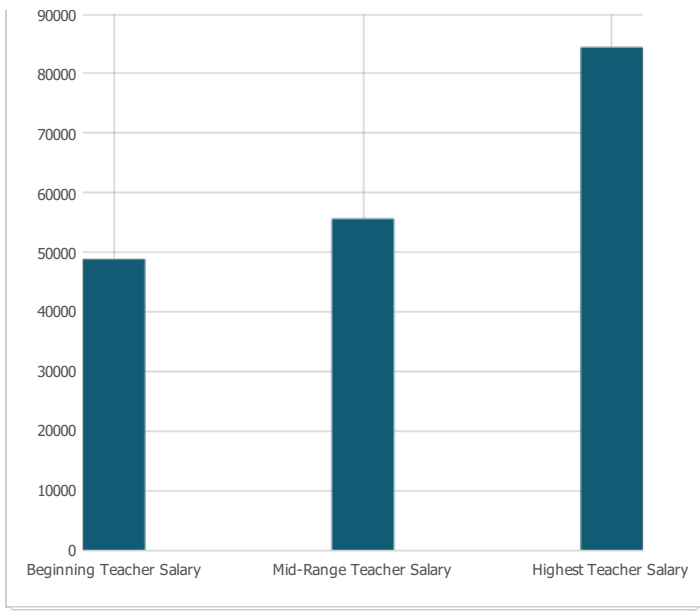
Last updated: 1/25/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,832	\$47,808
Mid-Range Teacher Salary	\$55,635	\$73,555
Highest Teacher Salary	\$84,429	\$95,850
Average Principal Salary (Elementary)	--	\$120,448
Average Principal Salary (Middle)	--	\$125,592
Average Principal Salary (High)	\$178,500	\$138,175
Superintendent Salary	--	\$264,457
Percent of Budget for Teacher Salaries	32.8%	35.0%
Percent of Budget for Administrative Salaries	2.7%	5.0%

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

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/24/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All Courses	19	19.8%

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

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

Last updated: 1/23/2018

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

- 2017-2018: 9.33 days (44 1-hr sessions; 2 pupil-free days)
- 2016-2017: 7.33 days (44 1-hr sessions)
- 2015-2016: 6 days

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
- Direct Interactive Instruction (DII)
- Universal Design for Learning (UDL)
- Co-Teaching
- 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 PD, 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 activity in during 2016-2017 school year:

Personnel	Description	Type
Selected Teachers; Administrators	PBIS – School Wide Behavior Support Implementation	Training
Selected Teachers; Student Leaders	CADA – Leadership and Team-Building	Training; Planning
All Staff	School Culture and Climate and Team Building	Training
New Teachers Lessons; Co-Teaching	Direct Interactive Instruction	Effective Instruction Training; Demo
Selected AP Teachers	AP Summer Institutes	Training

EL Teachers	Summer Institutes, Monthly Meetings–Edge Curriculum, SDAIE strategies, Data Analysis	Training, Planning, Collaboration
Instructional Coaches	Support for New Teachers	Training; Planning
SLC Lead Teachers	Leadership, 21st Century Skills, Career Pathway Implementation	Training; Workshops
Selected Teachers	STEM – Information, Course Development, Industry Partner Collaboration	Training; Workshops; Planning
Counselors	UC/CSU – Admission Support, A-G Requirements CASC – Academic Support; NCAA – Admission Requirements; NACAC – Academic Support; FAFSA – College Financial Aid Support	Training; Workshops
All Teachers	Educational Technology–Google Suite, Digital Citizenship, plus Blended Learning, Collaboration Tools, Effective Instruction	Training
Selected ELA Teachers	Curriculum Development, Grade Level Reader Production, Course Pacing	Planning; Collaboration
All Math Teachers	New Textbook Implementation, Use of Ancillary Tools	Training
Selected Math Teachers	Curriculum Development, Course Pacing, Common Assessment Development	Planning; Collaboration
Selected Social Studies Teachers	New Textbook Implementation, Curriculum, Course Pacing	Planning; Collaboration
All ELA Teachers	ICA Grading Calibration, Use of CAASPP Exemplars	Training
All Math Teachers	ICA Grading Calibration, Use of CASSPP Exemplars	Training
Department Teachers	Lesson Development, Data Analysis, Effective Instructional Strategies, Common Lesson/Assessment Analysis	Planning; Collaboration
All Staff	Safe School Practices – Drug Awareness and Prevention, Active Shooter	Training
School Psychologist	Psychological Support for Students	Training
Compliance Officer	Title I, Homeless/Foster/Migrant Student Support, LCAP	Training
Administrators; Compliance Officer	LCAP Support	Training; Planning; Collaboration
BCCHS Governing School Board	Brown Act, School Board Responsibilities	Training
CBO; Selected Personnel	CASBO – Compliance, School Budgeting, Legal Responsibilities	Workshops

Selected Teachers; Administrators; Board Members	CA Charter School Association: Effective Instruction, Development of Effective Academic Programs, Compliance, School Board Responsibilities	Workshops
Selected Teachers	CTE – Course Articulation with Community College Representatives	Planning; Collaboration
Selected Classified Staff; Administrators	Aeries – Student Information Systems	Training
Data Analyst	CALPADS, Data Support	Training
Selected Classified Staff	Office Systems, Excel, Advanced Excel, Advanced Word	Training
Human Resources Staff	Personnel Support	Training
Selected CTE Staff	Educating for Careers – CTE Pathway Workshops and Planning	Workshops; Training
Selected Science Teachers; Administrators	Next Generation Science Standards (NGSS) Training	Training; Workshops

Last updated: 1/24/2018