

Birmingham Community Charter High

School Accountability Report Card Reported Using Data from the 2018—19 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.



Ari Bennett, Principal

Principal, Birmingham Community Charter High

About Our School

As CEO/Principal of Birmingham Community Charter High School,

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

Being well-rounded is our hallmark, but first and foremost, we're an academic institution that provides a vast array of rigorous college and career preparation opportunities. Our graduation rate has increased to 92.6%, while we continue to increase our advanced placement and concurrent college enrollment offerings. A-G university eligibility rate has continued to rise in parallel with the California College/Career Readiness Indicator. We're proud of these increases which we've been able to achieve, while expanding career pathway opportunities for students. Birmingham presently offers 9 distinct career pathway sequences for students with diverse interests such as software and systems development, technical theater, and business management. Our 8 period block schedule allows us to provide equitable access to all of these opportunities in addition to a robust arts program with offerings such as choir, ceramics, painting, dance, and theater.

The final ingredient for any great school is active parent engagement. Our commitment to our parents is represented in our recent move of our parent center into a larger, more central location to provide higher quality service. We've also convened a Parent and Family Engagement Team with active parent participation. Their partnership has helped us create a more action focused parent friendly survey for all parents, while also providing ongoing actionable feedback about how we can better support our parents and guardians on a daily basis. One of our indicators of success has been our monthly newsletter published in both Spanish and English that has been read by as many as 1800 parents in a given month.

Some of our recent and continuing accomplishments for the 2019-20 school year include:

- 12 scaled score point increase school-wide on the math Smarter Balanced Assessment (SBA).
- 3.4 percentage point increase school-wide in the College/Career Readiness Indicator.
- 25 scaled score point increase by English learners on the mathematics SBA.
- 7.4 scaled score point increase by Students with Disabilities on the ELA SBA.
- "High" progress on the California Dashboard for English learners making progress towards English language proficiency.

- 92.6% graduation rate, an increase of 3.3 percentage points.
- "Readers' Choice Best Charter High School" awarded by the Los Angeles Daily News for the 5th consecutive year.

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

- School of Advanced Studies (SAS) Program offers both dual credit college courses and 18 Advanced Placement courses.
 - o Students enrolled in college courses earn credit for Intersegmental General Education Transfer Curriculum (IGETC).
 - o Over 325 students participate in the program annually.
 - o We have expanded the program to include over a dozen course offerings such as English, Psychology, and Political Science in partnership with Valley College.
 - o Summer @ College program offers the opportunity for students to apply and receive scholarships to attend summer college programs at various elite California public and private universities.
- Freshman Transition Program is provided for all incoming 9th graders.
- Sophomore Transition Program is provided for students who need additional academic support.
- Our Sports Program, the largest in the city of Los Angeles, boasts outstanding facilities including a swimming pool, a 10,000-seat football stadium, an Olympic tartan track, a lighted baseball field, 2 dedicated softball fields, and two Olympic-sized soccer fields.
- International Student Program brings exchange students to the campus from as many as a dozen countries around the world enhancing the diversity on campus and expanding students' cultural appreciation for those with different backgrounds.
- Supplemental Instructional Program includes before and after school classes created in the master schedule to expand upon the opportunities and flexibility provided by our 8 period block schedule.
 - o These periods before and after the school day offer both support for struggling students and opportunities to accelerate for high performing students.
 - o Students might take an intervention or credit recovery course, while others might take an Advanced Placement or performing arts course.
- Instructional Support Program leverages our block schedule by providing during the day credit-recovery opportunities throughout the school year to help accelerate credit recovery for those who need it.
 - o Over 30 adult instructional aides are placed in targeted math and English sections to provide additional support during class instruction.
 - o Free tutoring is also provided both before and after school staffed by BCCHS faculty and contracted tutors.

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

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

Sincerely,

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

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 2020-2021 school year visit the Admissions & Records Office as soon as possible in order to complete the Open Enrollment paperwork required for inclusion in the lottery process. The Admissions & Records Office is open to complete the paperwork on school days from 8:00am - 3:00pm.

Principal's Comment

Ari Bennett
CEO/Principal
818-758-5200
a.bennett@birninghamcharter.com

Contact

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

Phone: 818-758-5200
Email: a.bennett@birninghamcharter.com

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Birmingham Community Charter High
Street	17000 Haynes St.
City, State, Zip	Lake Balboa, Ca, 91406-5420
Phone Number	818-758-5200
Principal	Ari Bennett, Principal
Email Address	a.bennett@birminghamcharter.com
Website	http://birminghamcharter.com
County-District-School (CDS) Code	19647331931047

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

Birmingham Community Charter High School serves students in grades 9-12. In 2019-2020, 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. Our vision reflects our hope that there are school systems and programs in place to ensure that not even one student slips through the cracks. We want our learning environment structured so that upon graduation, every student can say they were supported to be their best self.

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:

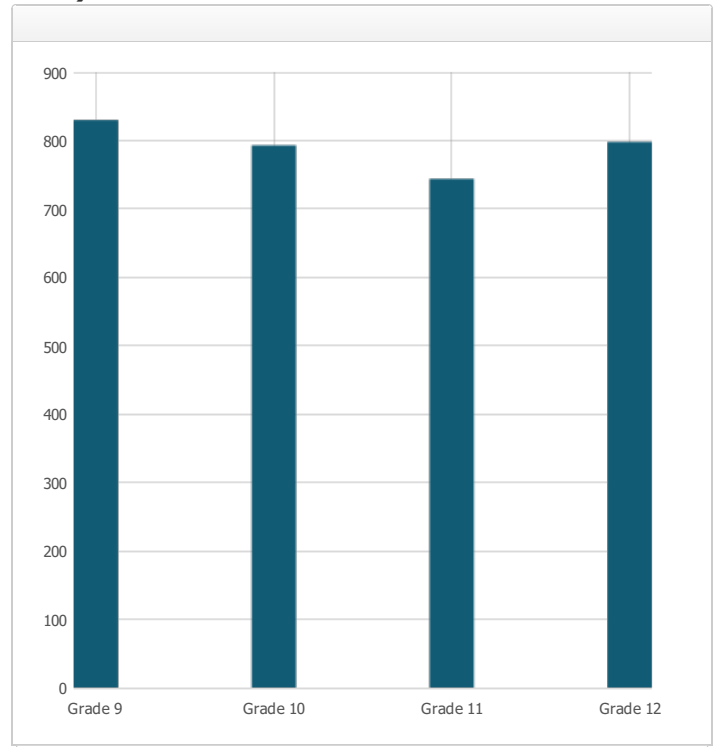
- **C = Critical Thinkers**
- **A = Academic Achievers**
- **R = Responsible Citizens**
- **E = Effective Communicators**

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 2020-2021 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: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	830
Grade 10	793
Grade 11	744
Grade 12	798
Total Enrollment	3165



Last updated: 1/21/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.90 %
American Indian or Alaska Native	0.10 %
Asian	1.00 %
Filipino	2.50 %
Hispanic or Latino	84.20 %
Native Hawaiian or Pacific Islander	0.20 %
White	5.40 %
Two or More Races	1.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.10 %
English Learners	8.70 %
Students with Disabilities	11.60 %
Foster Youth	0.70 %
Homeless	1.10 %

A. Conditions of Learning

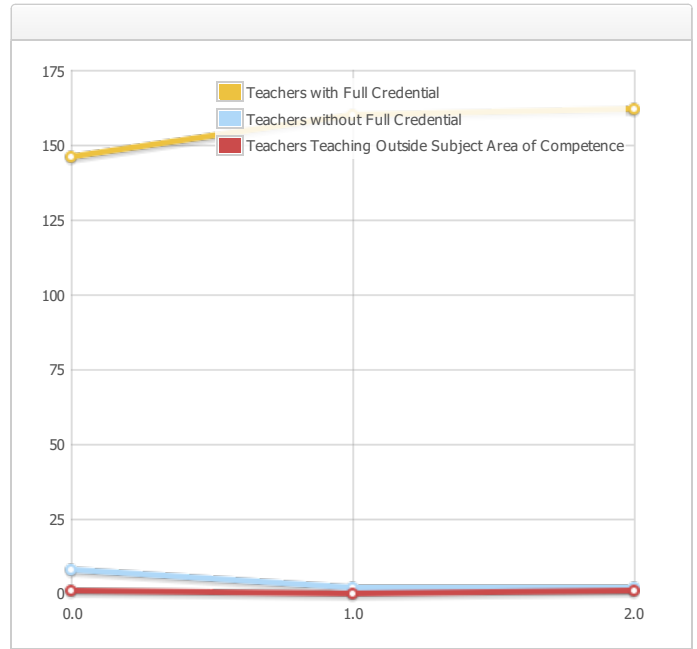
State Priority: Basic

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

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

Teacher Credentials

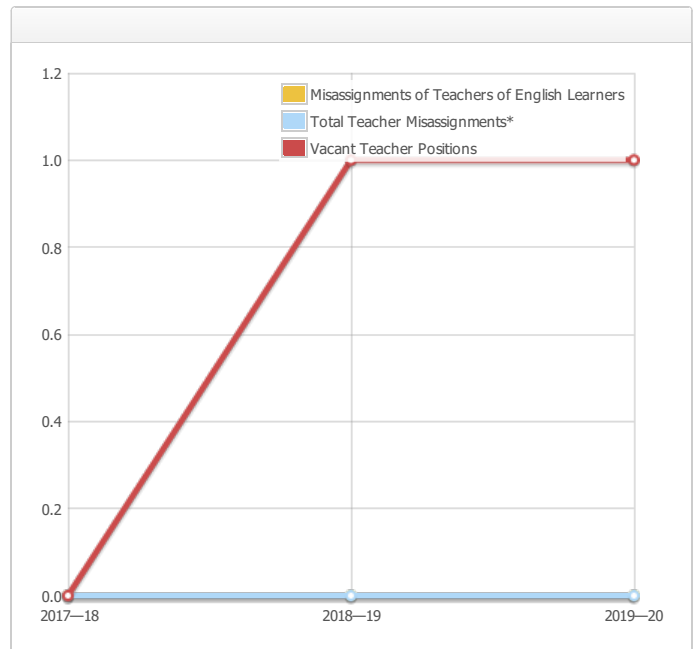
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	146	160	162	21054
Without Full Credential	8	2	2	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	1	1103



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ENGLISH	Yes	0.00 %
	English 9 Literature. Foundations of Language and Bedford/St. Martin's. 2019		
	English 10 Advanced Language and Literature. Bedford/St. Martin's. 2019.		
	English 11 Literature. Conversations in American Bedford/St. Martin's. 2019.		
	AP Language Composition Language of Composition. Bedford/St. Martin's. 2008.		
	English 12 Various Novels. Various Publishers. 2018.		
	ENGLISH LANGUAGE DEVELOPMENT		
	ELL 1 Edge Level A. Cengage Learning/National Geographic. 2007.		
	ELL 2 and 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. 2007.		
	ELL Edge Level A		
Mathematics	MATHEMATICS	Yes	0.00 %
	Pre-Algebra Algebra 1, Common Core Edition. Pearson Prentice Hall. 2016.		
	Algebra Algebra 1, Common Core Edition. Pearson Prentice Hall. 2016.		
	Geometry Geometry, Common Core Edition. Pearson Prentice Hall. 2016.		
	Algebra 2 Algebra 2 Packet. eMath/BCCHS. 2019.		
	Discrete Math For All Practical Purposes. COMAO, Inc. 2009.		
	Trigonometry/Math Analysis Utilities, 7th Edition. PreCalculus: Enhanced with Graphing 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.		
Science	SCIENCE	Yes	0.00 %
	Biology Biology Now W.W. Norton. 2019.		
	Chemistry Chemistry. Holt McDougal.		

	2007.			
Environmental Science	Earth Science. Education, Inc. 2006.	Pearson		
Physics	Physics: Principles and Problems. Hill. 2008.	Glencoe McGraw-		
Physiology	Essentials of Human Anatomy & Physiology. Pearson Education, Inc. 2015.			
AP Environmental Science	Living in the Environment. Publishing Company. 2007.	Brooks/Cole		
AP Chemistry	Chemistry *AP Edition. Cengage Publishing Company. 2014.	Brooks/Cole/		
AP Physics	Physics: Principles and Problems. Hill. 2008.	Glencoe McGraw-		
	SCIENCE ELECTIVES			
Forensic Science	Forensic Science for High School. 2009.	Kendall Hunt.		
Medical Terminology	Medical Terminology: A Living Language. Glencoe McGraw-Hill. 2008.			
History-Social Science				0.00 %
Foreign Language				0.00 %
Health				0.00 %
Visual and Performing Arts				0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	N/A	0.0 %

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

Last updated: 1/17/2020

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. During the past year new lunch tables have been installed. Birmingham is in the process of renovating the lunch area to improve ease of use for students. The aesthetics in this area will also be enhanced. All of our classrooms are equipped with technology for 21st century learning, including smartboards which replace traditional projection equipment. In our Performing Arts auditorium, a drop-down, motorized screen has also been added.

Recently, Birmingham completed a major renovation of the stadium field with state-of-the-art artificial turf and a new synthetic track. Replacement bleachers are now being added. The stadium opened with much fanfare during September 2019. New score boards have been installed in the main gym and stadium. A new Athletic Trainer's room has also been established adjacent to the main gym.

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: 1/21/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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 on making repairs. Estimate for completion is 03-29-2020.
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 2020

Overall Rating	Good
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Last updated: 1/30/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	66.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	33.0%	32.0%	34.0%	38.0%	39.0%

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: 1/21/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	702	687	97.86%	2.14%	65.50%
Male	334	324	97.01%	2.99%	59.88%
Female	368	363	98.64%	1.36%	70.52%
Black or African American	28	26	92.86%	7.14%	57.69%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	11	11	100.00%	0.00%	81.82%
Hispanic or Latino	613	602	98.21%	1.79%	65.61%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	26	25	96.15%	3.85%	60.00%
Two or More Races	13	13	100.00%	0.00%	61.54%
Socioeconomically Disadvantaged	620	607	97.90%	2.10%	65.90%
English Learners	59	56	94.92%	5.08%	7.15%
Students with Disabilities	69	67	97.10%	2.90%	25.37%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/21/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	701	677	96.58%	3.42%	33.23%
Male	334	320	95.81%	4.19%	35.94%
Female	367	357	97.28%	2.72%	30.81%
Black or African American	28	26	92.86%	7.14%	15.38%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	11	11	100.00%	0.00%	27.27%
Hispanic or Latino	612	592	96.73%	3.27%	33.45%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	26	26	100.00%	0.00%	38.46%
Two or More Races	13	12	92.31%	7.69%	41.67%
Socioeconomically Disadvantaged	620	600	96.77%	3.23%	33.50%
English Learners	59	56	94.92%	5.08%	8.93%
Students with Disabilities	69	67	97.10%	2.90%	4.48%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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Last updated: 1/21/2020

Career Technical Education (CTE) Programs (School Year 2018—19)
Programs and classes offered that are focused specifically on career preparation and/or preparation for work.

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

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

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

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

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

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

In the past several years, we have benefited from over \$1 million in grant funding for CTE which has allowed us to offer abundant courses, enhance our technology, equipment and software and provide ample professional development to ensure our faculty are highly qualified and remain current with industry skills and knowledge. All of our CTE teachers are fully credentialed with the proper Designated Subjects Credential.

Table: Birmingham's CTE Pathways (2018-2019)

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

Note: *Articulated for earned college credit.

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

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

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

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

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

Measurable outcomes and evaluation.

There are several outcomes tied to the CTE programs and their class offerings. Upon completion, students receive certifications in specific industries including the software applications: Adobe Creative Suite, Microsoft Office Suite, ServSafe and California Food Handlers food safety certification, and First Aid and CPR. Students engage in leadership opportunities through clubs and competitions related to their industry sectors. Birmingham currently offers CCAP-LA enrollment for students in the Food Service and Hospitality pathway. This past Fall in 2019, Birmingham launched three new Career and Technical Student Organizations (CTSOs): Cal-HOSA for students in the Patient Care Pathway, Math Engineering Science Achievement (MESA) for students in the Engineering pathway, and Future Business Leaders of America (FBLA) for students in the Business Management and Finance, Animation, Graphic Design, Software and Systems, and Film pathways.

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

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

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

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

CTE Advisory Committee and the industries represented.

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

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

- Ed Van Hoose, Director over CTE Programs at 818-758-5200 and e.vanhoose@birminghamcharter.com.
- Lindsey Surendranath, CTE Coordinator, at 818-383-6457 and l.surendranath@birminghamcharter.com.
- Angela Zook, Career Counselor, at 818-758-4401 and a.zook@birminghamcharter.com.

*Last updated: 1/21/2020***Career Technical Education (CTE) Participation (School Year 2018—19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1582
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	79.50%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	48.10%

*Last updated: 1/27/2020***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.62%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.76%

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 2018—19)

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	--	--	--

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

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parents are 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 a bilingual team:

- Parent Liaison: Margarita Ponce (m.ponce@birminghamcharter.com ; 818-758-5281).
- English Learners Liaison: Jennifer Victoria (j.victoria@birminghamcharter.com; 818-758-4457)
- Administrative Assistant to Director: Maricela Lomeli (m.lomeli@birminghamcharter.com; 818-758-4464)
- Nutrition Coordinator: Evelyn Garcia (e.garcia@birminghamcharter.com ; 818-758-6523)
- Nutrition Programs Assistant: Karina Diaz (k.diaz@birminghamcharter.com ; 818-758-4483)

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. Monthly bilingual Parent Newsletter highlight upcoming events, meetings, testing and other seasonal activities. This year some parents will be invited to 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, the Parent and Family Engagement Team (PFET) was established with the intent of forming a platform for parents and the BCCHS support team to discuss and implement ideas for the overall success of all BCCHS students. The PFET meets once per month throughout the school year.

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

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

Parent participation and representation is also important in our various advisory councils:

- Parent-Teacher Student Association (PTSA)
- School Site Council (SSC)
- English Learners Advisory Council (ELAC)

Parents are encouraged to attend our annual informational events:

- Patriot Preview
- Orientation for Grades 9-12
- Back-to-School Night
- Open House
- Title I Overview
- ELAC Orientation 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
- Aeries Portal Trainings
- Family Strengthening Workshops

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. In addition, informal feedback is welcomed from parents and families at our monthly Coffee with the Principal and Coffee with the Counselors meetings.

State Priority: Pupil Engagement

Last updated: 1/24/2020

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

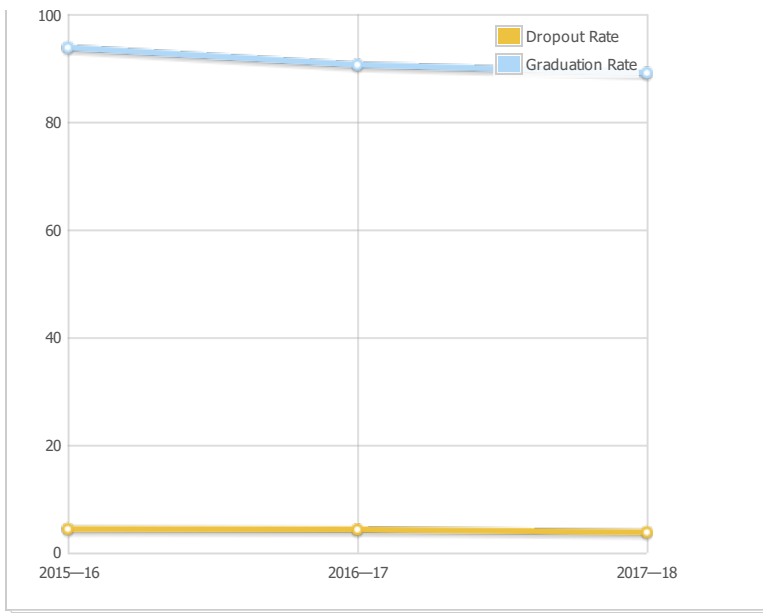
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	4.40%	13.70%	9.70%
Graduation Rate	93.80%	77.30%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	4.30%	3.80%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	90.60%	89.10%	79.70%	96.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/21/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.40%	2.70%	3.20%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.15%	0.06%	0.33%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/21/2020

School Safety Plan (School Year 2019—20)

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 2019 - 2020 was presented and approved by School Site Council (SSC) and the school governing board during January 2020. The plan and its details have been reviewed with the faculty and staff at a meeting in August 2019. The Safety Plan was also presented to parents during PTSA meetings in Fall 2019.

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. In Tier I, 95% of students are taught school rules and expectations.
- 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 fights by 3%.
- Reduce number of student tardies to periods 2 and 6 by 3%. As measured during the month of March comparing 2018-2019 school year to 2019-2020 school year.

Last updated: 1/23/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	49	37	53
Mathematics	25.40	48	29	41
Science	30.60	13	26	51
Social Science	30.50	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	56	44	60
Mathematics	28.00	41	44	64
Science	31.00	15	30	50
Social Science	31.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

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

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

Last updated: 1/21/2020

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

Title	Ratio**
Counselors*	351.67

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

**Average Number of Pupils per Counselor

Last updated: 1/21/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.50
Social Worker	4.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	8.00
Other	2.00

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

Last updated: 1/17/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12905.00	\$4804.00	\$8101.00	\$71257.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	0.41%	-4.80%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	52.90%	-14.10%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

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

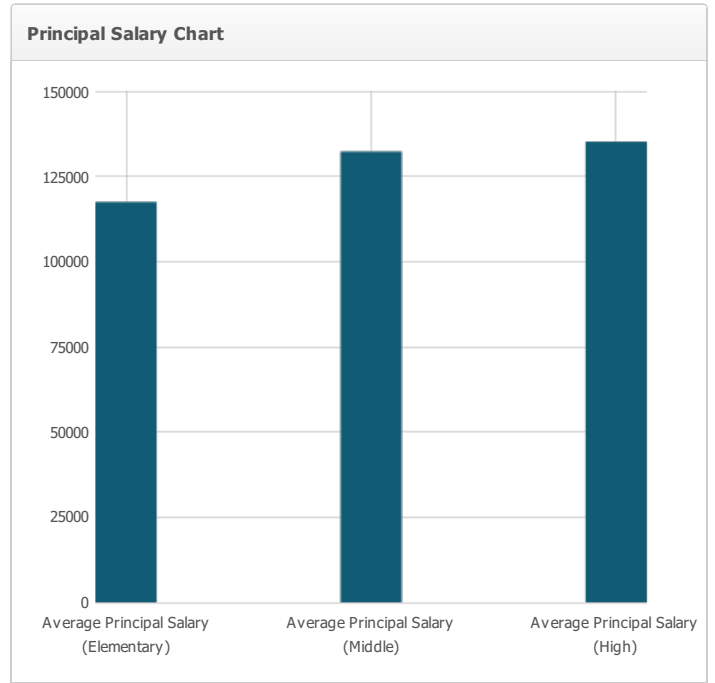
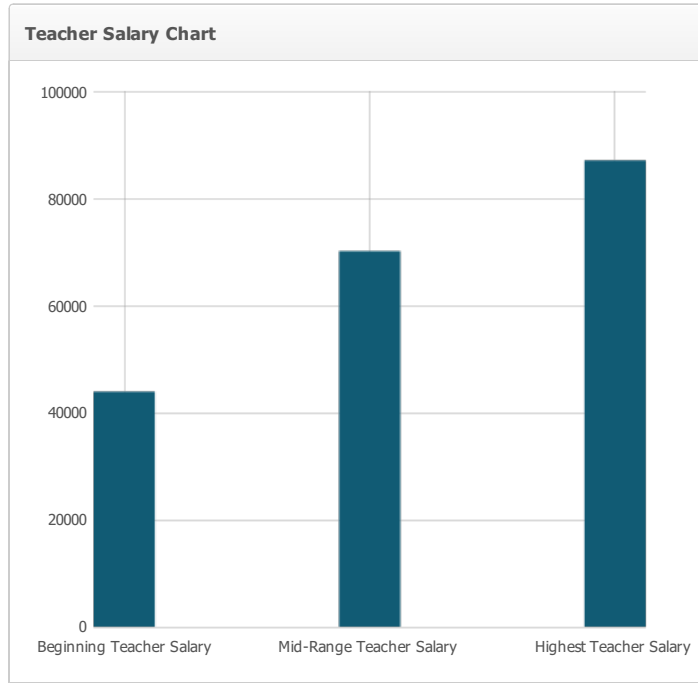
Last updated: 1/17/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

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	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/24/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language	9	N/A
Mathematics	3	N/A
Science	7	N/A
Social Science	14	N/A
All Courses	47	24.70%

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

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

Last updated: 1/21/2020

Professional Development

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

- 2019-2020: 35 days (33 1-hr sessions; 2 pupil-free days)
- 2018-2019: 47 days (45 1-hr sessions; 2 pupil-free days)
- 2017-2018: 45 days (44 1-hr sessions; 2 pupil-free 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)
- 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 schoolwide learner outcomes.

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.

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.

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. An IT Coordinator collaborates with teachers to incorporate 21st century educational technology in instruction

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. PD focus areas include integration of cross-cutting concepts (CCC), inclusion of environmental principles in all courses, development of effective monitoring assessments aligned to NGSS.

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 approval.
- Content and grade-level teacher cohorts meet frequently in collaborative groups.
- BCCHS-sponsored induction programs for new teachers.

During implementation of professional development, teachers are supported through:

- In-class coaching
- New teacher cadre
- Instructional Rounds to monitor school-wide implementation of the identified areas of focus 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 specialized teacher groups; e.g. AP and EL.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	46	47	35