

[SARC Home](#) » Birmingham Community Charter High

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 93.6%, 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. The graduating class of 2020 had an A-G University Eligibility rate of 62.4%, an increase of 6.5 percentage points from the previous year despite the pandemic.

Our challenge this school year has been to continue to push forward to accelerate student achievement, while also creating new systems of support during the historic COVID-19 Pandemic.

We are determined at Birmingham to ensure that every student feels supported and cared for. We've demonstrated this with the implementation of social emotional learning activities being implemented in community building sessions at the beginning of each semester and as ice breakers in most virtual classrooms. Our faculty has received professional development in both the implementation of Social Emotional Learning activities and Trauma Informed Practices. We understand that our students need to feel safe and supported before they can begin to focus on their learning and academic growth. Our Multi-Tiered System of Support (MTSS) and grade level academy MTSS teams have worked hard in partnership with our three psychiatric social workers to implement systems so that no student's needs go unseen. Our 97% attendance rate during the pandemic has been one indicator that our efforts have had an impact.

Parent engagement is another critical element that has taken on greater importance during the pandemic. Our commitment to our parents is represented by our implementation of Parent Square. This online platform and application provides a powerful tool that allows us to engage in both 2-way communication in addition to the more traditional one-way information drops that schools send out to parents regularly. Through this application, we've seen parent engagement and feedback increase exponentially as we've been able to track over 1000 unique parent/guardian communications to our staff. We've also convened a Parent and Family Engagement Team with active parent participation. Their partnership has 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.
- 93.2% graduation rate and a 62.4% university eligibility rate.

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

- School of Advanced Studies (SAS) Program offers both dual-credit college courses and 18 Advanced Placement courses.
 - o Students enrolled in college courses earn credit for Intersegmental General Education Transfer Curriculum (IGETC).
 - o Over 400 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, two dedicated softball fields, and two Olympic-sized soccer fields.
- Supplemental Instructional Program includes an intervention/advisory class implemented within the instructional day and at all grade levels that provides habits of mind and social emotional support activities, while also providing students with another advocate on their behalf in a 12:1 student to teacher ratio.

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

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

Sincerely,

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

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 2021-2022 school year visit the Admissions & Records online page by going to www.birminghamcharter.com selecting "Offices and Admissions" and clicking on "Admissions and Records." Parents and students will find information about our online enrollment process, deadlines and how to get support to apply online. Parents may also contact the Admissions and Records Office at (818) 758-5216. The Admissions & Records Office is open on school days from 8:00 am – 3:00 pm.

Principal's Comment

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

Contact

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

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

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

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 2020–2021)

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: 1/25/2021

School Description and Mission Statement (School Year 2020–2021)

Birmingham Community Charter High School serves students in grades 9-12. In 2020-2021, our student body continues to be ethnically, racially, linguistically, culturally, and economically diverse.

With over 3,100 students, the school is organized into four grade-level academies (GLAs). Each GLA includes the following support staff: 1 administrator, 1 teacher leader, 2-3 counselors, 1 dean, and 1 social worker. In this model, counselors, deans, and social workers follow the students through their 4-year journey. The administrator and GLA Lead Teacher remain in the assigned grade level to provide grade level specific expertise.

The objective of this model is to make a large school feel smaller and more personalized to better support students to be college and career ready. Furthermore, the academies provide an opportunity for students to lead and contribute to their grade level class by planning leadership activities, extra-curricular activities, 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 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 vision statement of BCCHS reflects a commitment by the stakeholders to support the differentiated needs of each student within an instructional program that will prepare them for their future. Our vision reflects our intent that students will be able to feel that Birmingham cares about them and our intent to make sure that no student slips through the cracks. We want our learning environment structured so that BCCHS graduates will be prepared to attend the college of their choice. They will be efficacious, empathetic, compassionate community stewards capable of critical thinking and solving problems.

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

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

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

Values:

1. We value **equity and choice** because we know that with support and equal opportunity, our diverse and talented students can achieve their maximum potential.
2. We achieve excellence through **perseverance and growth**.

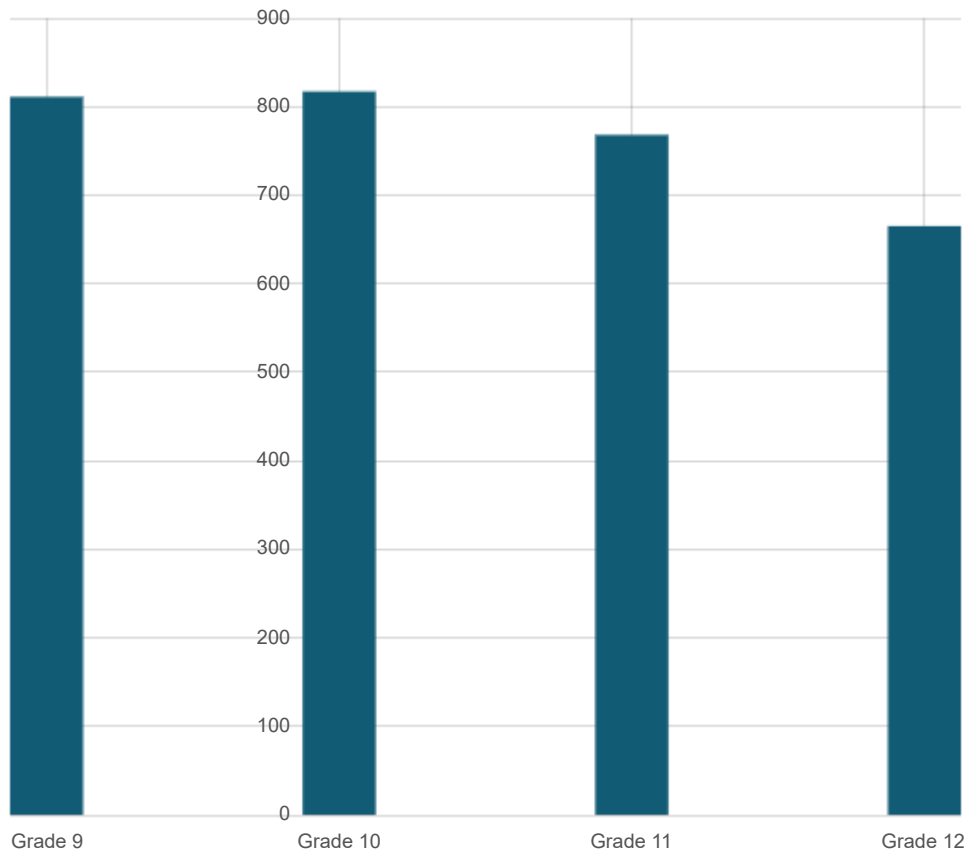
3. We demonstrate **compassion** and provide support through empathy, respect and flexibility and being considerate of the needs of others.
4. We value and foster **positive relationships** in our community to enhance student learning.
5. We value **curiosity and ongoing improvement** to meet and adapt to our students' needs.

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 2021-2022 school year visit the Admissions & Records online page by going to www.birminghamcharter.com selecting "Offices and Admissions" and clicking on "Admissions and Records." Parents and students will find information about our online enrollment process, deadlines and how to get support to apply online. Parents may also contact the Admissions and Records Office at (818) 758-5216. The Admissions & Records Office is open on school days from 8:00 am – 3:00 pm.

Last updated: 1/28/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	811	817	768	665	3061



Last updated: 1/22/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	4.70 %	0.10 %	1.10 %	2.10 %	85.90 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	86.60 %	8.30 %	10.90 %	0.50 %	

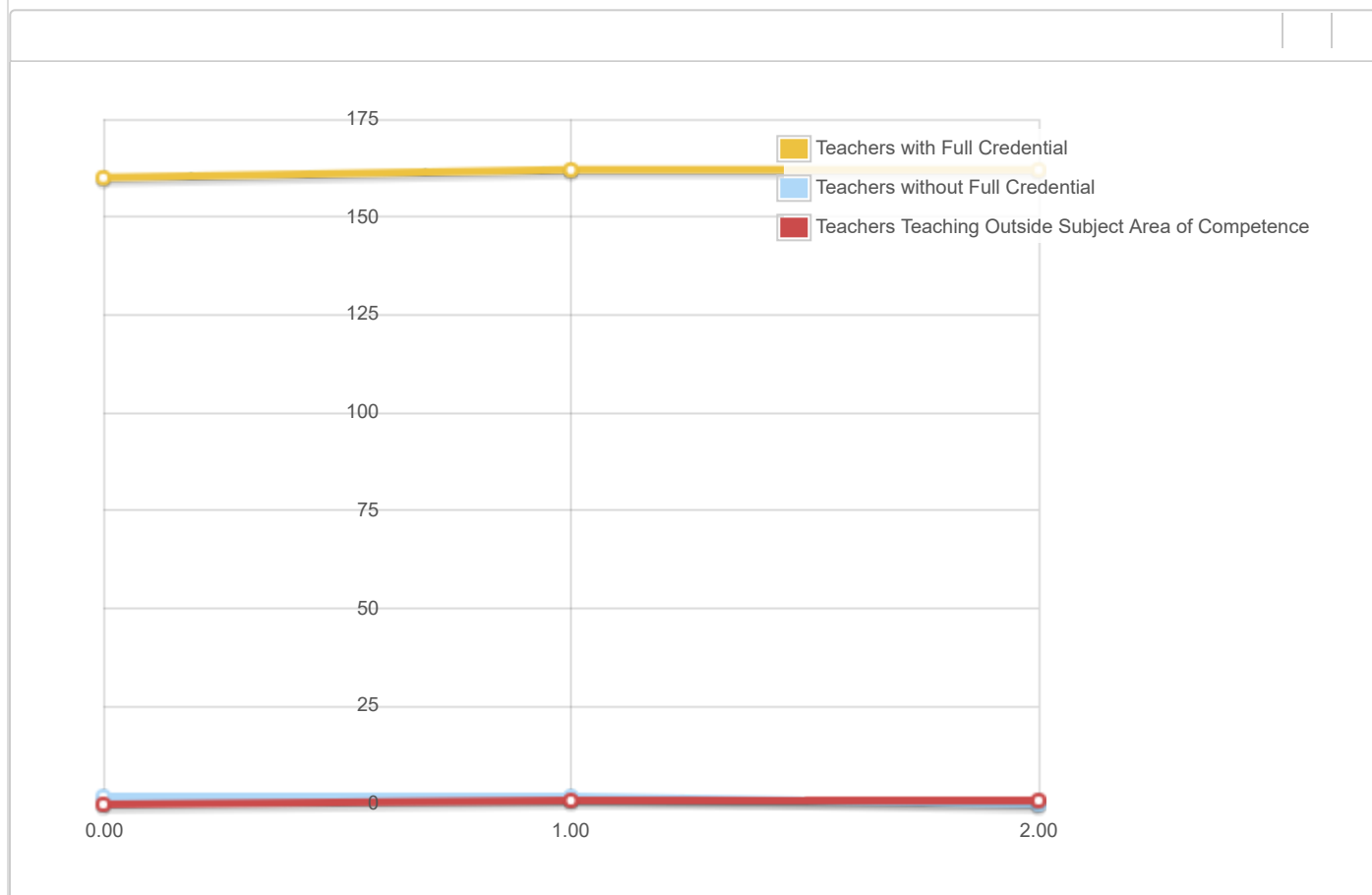
State Priority: Basic

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

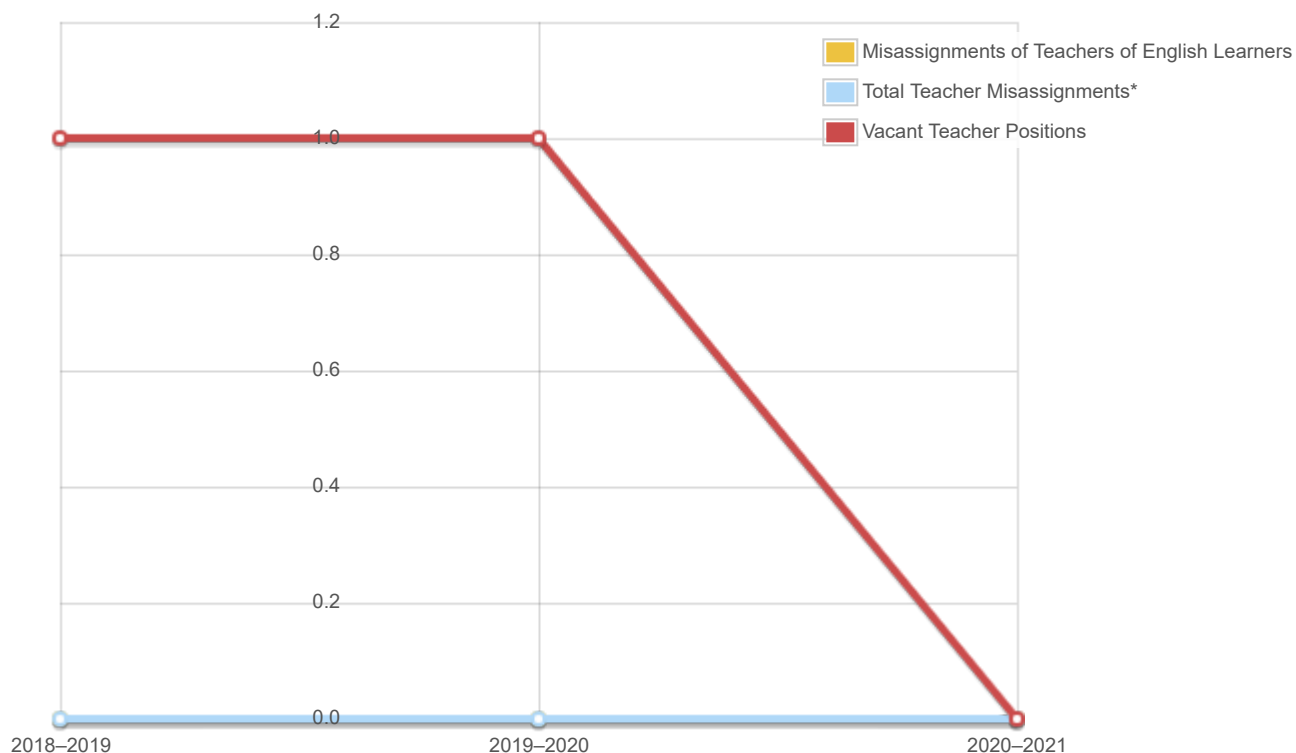
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	160	162	162	
Without Full Credential	2	2	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	



Last updated: 1/26/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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: 1/26/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9: Foundations of Language and Literature. Bedford/St. Martin's. 2019.</p> <p>English 10: Advanced Language and Literature. Bedford/St. Martin's. 2019.</p> <p>English 11: American Literature Conversations in American Literature. Bedford/St. Martin's. 2019.</p> <p>AP Language Composition: Language of Composition. Bedford/ St. Martin's. 2008.</p> <p>English 12 Expository Reading and Writing: Various Novels. Various Publishers. 2018.</p> <p>AP English Literature: AP Literature Reader. Various Publishers. 2018.</p> <p>Perrine's Literature, Structure and Sound (AP Literature). Thomson Wadsworth. 2006.</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>Journalism: Journalism Today. McGraw Hill Education. 2004.</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Pre-Algebra: Algebra 1, Common Core Edition. 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 2 Packet. eMath/ BCCHS. 2019.</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> <p>AP Statistics: The Practice of Statistics, 5th Edition. W. H. Freeman. 2016.</p> <p>AP Calculus: Calculus *AP Edition. Pearson Prentice Hall. 2006.</p>	Yes	0.00 %
Science	<p>Biology: Biology Now. W.W. Norton. 2019.</p> <p>Chemistry: High School Chemistry in Earth Systems (eBook ONLY). Houghton Mifflin Harcourt. 2020.</p> <p>Environmental Science: Earth Science. Pearson Education, Inc. 2006.</p> <p>Physics: Physics in the Universe (eBook Only). Houghton Mifflin Harcourt. 2020.</p> <p>Physiology: Essentials of Human Anatomy and Physiology, 12th edition. Saavas Learning Company. 2018.</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> <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>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>World History: World History: Patterns of Interaction. Houghton Mifflin Harcourt. 2016.</p> <p>AP European History: A History of Western Society since 1300 (for AP). Bedford/St. Martin's. 2014.</p> <p>United States History: United States History CA. Saavas Learning Company. 2016.</p> <p>AP United States History: America's History. Bedford/St. Martin's. 2014.</p> <p>AP Psychology: Updated Myers' Psychology for AP. Bedford, Freeman & Worth. 2021.</p> <p>Economics: Economics in Action. Pearson Prentice Hall. 2019.</p> <p>American Government: Magruder's American Government. Pearson Prentice Hall. 2019.</p> <p>AP Government: Government in Action. Pearson Prentice Hall. 2019.</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. 2005.</p>	Yes	0.00 %
Foreign Language	<p>French 1: Discovering French! Level 1. Houghton Mifflin Harcourt Company. 2013.</p> <p>French 2: Discovering French! Level 2. Houghton Mifflin Harcourt Company. 2012.</p> <p>French 3: Bon Voyage! Level 3. Glencoe McGraw-Hill. 2019.</p> <p>AP French: T'es branché? 4. EMC School, LLC. 2014.</p> <p>Spanish 1: Avancemos! Level 1. Houghton Mifflin Harcourt Company. 2013.</p> <p>Spanish 2: Avancemos! Level 2. Houghton Mifflin Harcourt Company. 2013.</p> <p>Spanish 3: Avancemos! Level 3. Houghton Mifflin Harcourt Company. 2013.</p> <p>Spanish Speakers 1 & 2: Imagina. Vista Higher Learning. 2015.</p> <p>AP Spanish Language: Tesoro Literario. McGraw Hill Glencoe. 2004.</p> <p>AP Spanish Literature: Abriendo Puertas. Houghton Mifflin Harcourt Company. 2013.</p>	Yes	0.00 %
Health	<p>Health: Comprehensive School Health Education (eBook Access). McGraw Hill. 2020.</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Ceramics: Experiencing Clay. Abe Books. 2003. Photography: Focus on Photography. Davis Publications. 2006. AP Art History: Gardner's Art Through the Ages: A Global History. Cengage Learning. 2015.	Yes	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: 1/26/2021

School Facility Conditions and Planned Improvements

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

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

A prioritization of repairs and maintenance is completed at an approximate \$1 million per year following analysis of the school FIT report. Due to the COVID 19 pandemic, the opportunity to complete several major maintenance projects during school hours has arisen. During the 20-21 school year, classrooms have been painted, extensive tree pruning has been completed, the pool heater has been rebuilt, and the asphalt in the Victory parking lot has been prepared. School blue prints have been digitized, which allows for more efficient infrastructure improvement, particularly for the water supply, valves, electric, and piping. Also, a project to repair trip hazards on school grounds has also begun. There are future plans to enhance the aesthetics of the cafeteria.

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. New cleaning and sanitizing protocols for school offices, bathrooms, classrooms, and other indoor spaces have been established. These practices reflect mandates from the Los Angeles County Board of Health and policies as set forth in Birmingham's COVID 19 Containment Response Plan.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	65.5%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	33.2%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/22/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	17	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/22/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

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

- 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.

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

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

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

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

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

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

Birmingham has partnered with several area community colleges on a number of joint CTE projects and grant programs to strengthen the pipeline for our students to enter college CTE programs. We currently have thirteen articulation agreements (with two more in development) in which students earn college credit while taking CTE courses. Our college

partners include: LA Valley College, LA Pierce College, Glendale Community College, and LA Trade Tech. We are developing additional agreements with LA Mission College and Santa Monica College to afford our students even more opportunities to earn college credit while in high school.

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

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

Career Pathway	Course 1	Course 2	Course
3			
Industry Sector	Introductory	Concentrator	
Completor			
Animation			
Design, Visual & Media Arts	*Drawing	*Animation 1	Animation
2			
Graphic Design			
Design, Visual & Media Arts	*Drawing	*Design	*Digital
Graphic Design			
	*Digital Media		
Filmmaking			
Production & Managerial Arts		*Filmmaking 1	
*Filmmaking 2			
Technical Theater			
Production & Managerial Arts		Intermediate Theater & Stage Technology	Advanced
Theater & Stage Technology			
Food Service & Hospitality			
Hospitality, Tourism and Recreation		*Intro to Culinary Arts	Advanced
Culinary Arts			

Software & Systems Development

Information and Communication Technology
Computer Science Principles

*Computer Science

AP

Patient Care

Health Science and Medical Technology
Medical Science 2

Pre-Medical Science

Pre-

Business Management

Business and Finance

Intro to Business Management and Finance

*International Business

Engineering Technology

Architecture and Engineering *Intro Engineering, Science & Tech. *Elementary Engineering Graphics

*Applied Engineering Graphics 1

*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 2020, Birmingham launched four new Career and Technical Student Organizations (CTSOs): Cal-HOSA for students in the Patient Care Pathway, CCAP-LA for students in Culinary Arts, Math Engineering Science Achievement (MESA) for students in the Engineering pathway, and Future Business Leaders of America (FBLA) for students in the Business Management and Finance, Animation, Graphic Design, Software and Systems, and Film pathways.

One feature of high quality CTE programs is to ensure all students have access to work-based learning opportunities. To that end, every student in every class has at least one opportunity (in most cases, several opportunities) to experience work-based learning through a field trip to a 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.

Innovation through a Virtual Internship Program

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

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

- Lindsey Surendranath, CTE Coordinator, at 818-383-6457 and l.surendranath@birminghamcharter.com.
- Angela Zook, Career Counselor, at 818-758-4401 and a.zook@birminghamcharter.com.

Last updated: 1/25/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1689
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.60%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.00%

Last updated: 1/26/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	99.80%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	54.58%

State Priority: Other Pupil Outcomes

Last updated: 1/19/2021

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 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/22/2021

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 2020–2021)

Parents and guardians 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 and the parent advisory council, PFET. Additionally, parents attend activities and meetings in which various members of the school team present important information about Birmingham and informs families of the many resources offered to facilitate student achievement.

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

Our on-site **Parent Center** is staffed by a bilingual team:

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

Birmingham provides parents and families with **several channels of communication:**

- BCCHS maintains a Parent section on our website at birminghamcharter.com. Click on the Parents tab.
- ParentSquare is the official communication platform for Birmingham, which provides parents with school news, updates, and alerts. Instructions to register for ParentSquare are available on Birmingham's website.
- AERIES Parent Portal is a secure website that allows parents "real-time" access to view their children's attendance, grades, class schedule, transcripts, graduation status, and current class progress. Instructions to register for Parent Portal are available on Birmingham's website.
- Parents can sign-up to receive weekly updates on their children's progress in individual classes through Google Classroom.
- Parents may reach out to teachers, administration, paraprofessionals and staff through email links on the school's website and through the parent portal.
- Birmingham's monthly bilingual Parent eNewsletter highlights upcoming events, meetings, testing and other seasonal activities.

Parent and Family Engagement Team (PFET)

PFET is the parent advisory council composed of both parents and Birmingham staff. The PFET meets once per month throughout the school year:

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

Mission - The PFET:

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

Focus:

- Customer Service
- Communication
- Authentic Community Engagement

Parent Involvement in Governance

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

- Curriculum & Instruction
- Student Services
- Facilities

- Human Resources
- Advisory Finance

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

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

Informational Events

Parents are invited to monthly gatherings:

- Coffee with the Principal
- Coffee with the Counselors

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

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

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

Last updated: 2/1/2021

State Priority: Pupil Engagement

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

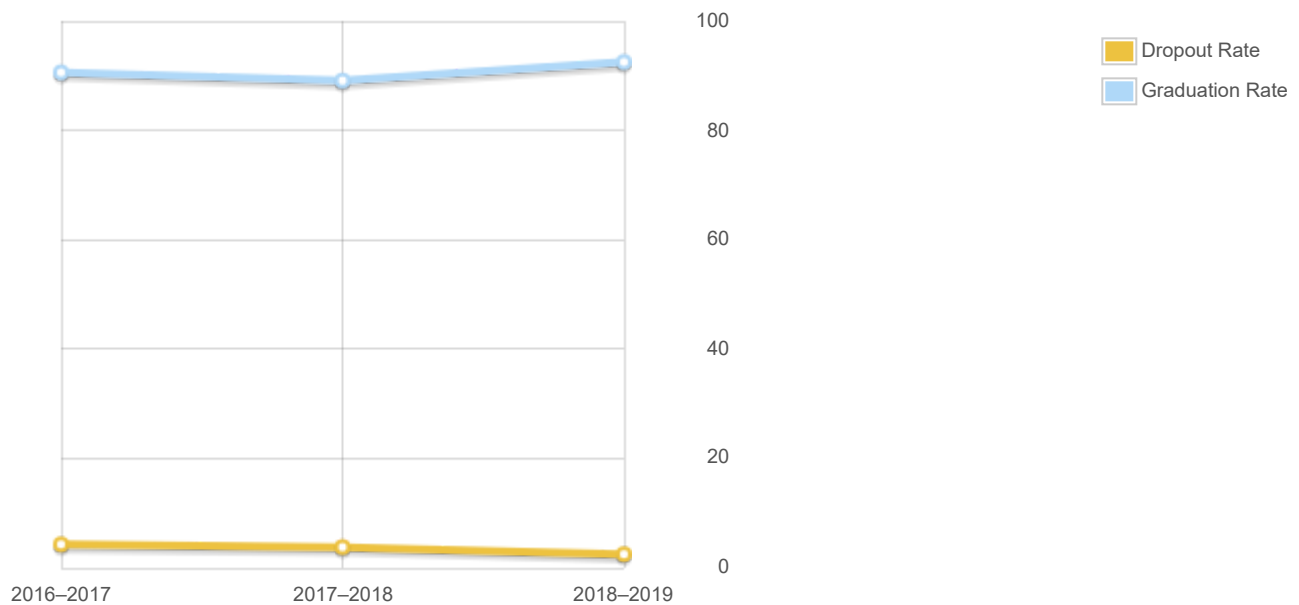
- High school dropout rates; and

- High school graduation rates

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	4.30%	3.80%	2.50%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	90.60%	89.10%	92.50%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

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



Last updated: 1/26/2021

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
School 2017–2018	2.70%	0.06%
	3.20%	0.33%
School 2018–2019	0.80%	0.00%
	0.70%	0.00%
District 2017–2018	3.50%	0.10%
	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)
2019–2020

Rate	Suspensions	Expulsions
School 2019–2020	2.17%	0.09%
	--	--
District 2019–2020	2.50%	0.10%

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/26/2021

School Safety Plan (School Year 2020–2021)

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

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

On an annual basis, the Safety Committee reviews data including school trends in discipline and suspensions/expulsions and neighborhood crime reports. It then establishes procedures and makes revisions to the plan to ensure a safe and orderly environment. Due to the pandemic and the shift from campus-based instruction to distance learning, the Safety Committee's focus has shifted from evaluating crime data to identifying strategies to address the academic and social-

emotional impact of distance learning on students and staff and the inherent social isolation and potential trauma of all stakeholder groups.

The 2020-2021 updates to the Safety Plan were presented and approved by School Site Council (SSC) and the school governing board during January 2021 and reflects the new challenges to ensure safety on campus due to the COVID 19 pandemic. (Please see further discussion of BCCHS' response to the pandemic later in this narrative.) The Safety Plan and its details have been reviewed with the faculty and staff and presented to parents through a series of Zoom meetings, news updates, and alerts. Furthermore, BCCHS' faculty and staff are required to complete a comprehensive series of on-line trainings that include CPR and handling of chemicals.

This 2020-2021 update to the Safety Plan reflects the priorities of safety and social well-being. The goals include:

- to engage students academically in distance learning as measured by attendance and grades
- to engage families via Zoom-based meetings as measured by parent attendance at that meetings.
- to maintain a secure climate on campus where students and staff feel safe with 100% enforcement and compliance of protocols per Los Angeles County Department of Public Health to prevent the spread of COVID 19.

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.
- 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).

In response to the COVID 19 pandemic, Birmingham has released the **COVID 19 Containment Response Plan** that addresses:

- isolation of case(s)
- identification of persons exposed to cases at school
- immediate quarantine of exposed employees and/or students
- assurance of access to test for all exposed individual within the school as the basis for further control measures
- reporting of all COVID 19 exposures at the school to the Los Angeles County Department of Health.

The Response Plan also includes Birmingham's Face Mask Policy and policy for parents who visit campus. The plan and other information relating to the pandemic is available on Birmingham's website www.birminghamcharter.com under the COVID 19 tab.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. *Last updated: 1/26/2021*

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	26.00	28.00	31.00	31.00
Number of Classes * 1-22	56	41	15	21
Number of Classes * 23-32	44	44	30	24
	60	64	50	61

Number of Classes *
33+ * 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 2018–2019)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	29.00	29.00	30.00	30.00
Number of Classes * 1-22	35	19	16	16
Number of Classes * 23-32	62	65	28	22
	63	52	41	47

**Number of Classes *
33+**

* 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: 2/1/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	306.1

*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: 1/26/2021

Student Support Services Staff (School Year 2019–2020)

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
1.00
Social Worker
3.00
Nurse
1.00
Speech/Language/Hearing Specialist
Resource Specialist (non-teaching)
Other
5.60

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13973.00	\$4195.00	\$9777.00	\$71969.00
District	N/A	N/A	\$9056.00	\$78962.00
Percent Difference – School Site and District	N/A	N/A	7.66%	-9.30%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	23.10%	-14.30%

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

Last updated: 1/26/2021

Types of Services Funded (Fiscal Year 2019–2020)

BCCHS receives Title I, II and IV categorical funds. Birmingham also receives Supplemental and Concentration grants as part of the Local Control Funding Formula (LCFF). In aggregate, these funds are used to improve student performance and to ensure equitable access to all school programs.

Some of our programs and services include:

- Alternative supports for Tier I, II, and III academic intervention
- Titles I and III coordinators
- After school tutoring for core content courses
- After school tutoring for English Learners – English Learner Liaison
- Project-based tutoring
- Homeless and Foster Youth Liaison
- Parent Center with bilingual Parent Liaison
- Parent Education classes and presentations
- Comprehensive EL (English Learners) Program
- Comprehensive SWDs (Students with Disabilities) Program
- Extensive Student Support services, including a PSA and social workers
- Tiered academic and behavioral intervention services
- College and Career Center staffed with counselors and other staff
- Professional development that addresses EL and SWD student needs and instructional strategies that use educational

technology

- Parent Engagement activities and communications
- Sports program
- Performing and Visual Arts program
- Culinary program
- CTE program with multiple career pathways including Engineering
- CBI program

Last updated: 1/26/2021

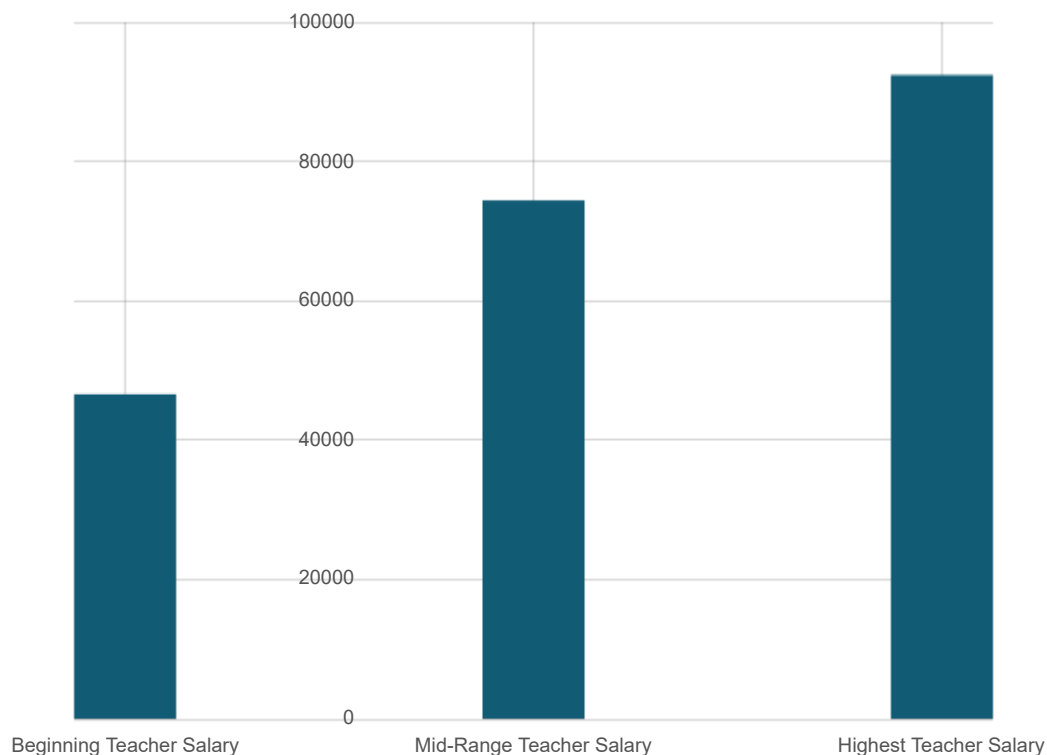
Teacher and Administrative Salaries (Fiscal Year 2018–2019)

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

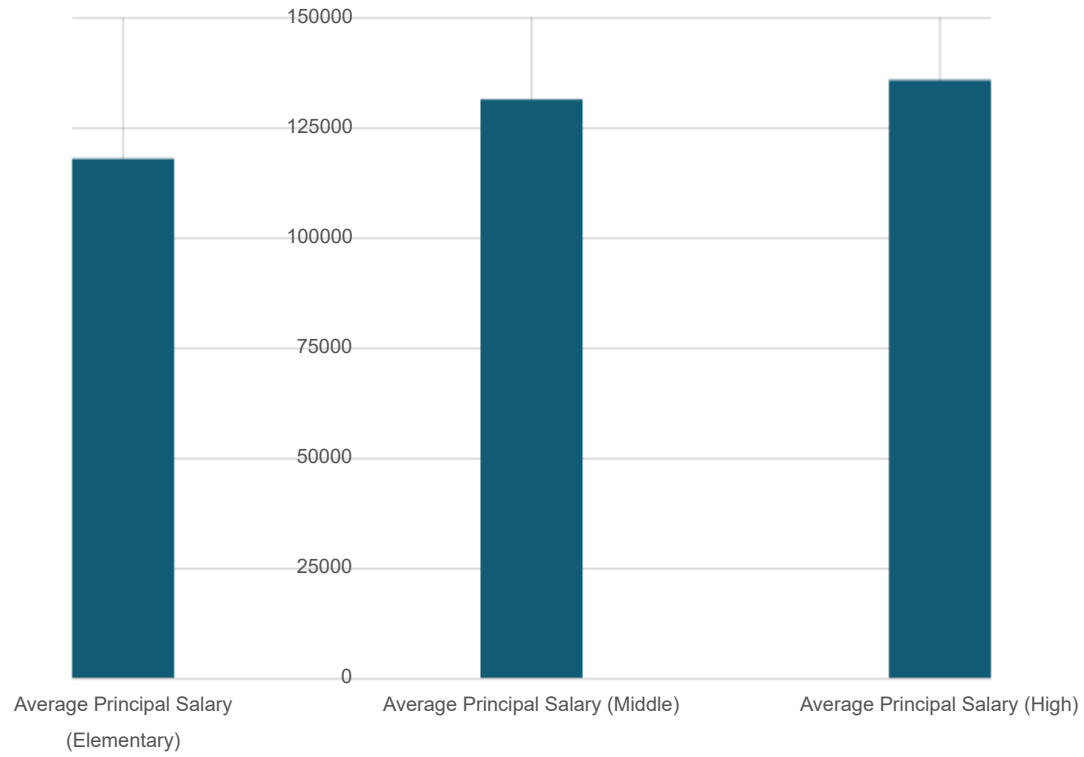
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
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/> .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/26/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 23.40%

Subject	Number of AP Courses Offered*
Computer Science	1
English	9
Fine and Performing Arts	1
Foreign Language	8
Mathematics	5
Science	6
Social Science	11
Total AP Courses Offered*	43

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

Last updated: 1/26/2021

Professional Development

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

- 2020-2021: 33 1-hr sessions; 2 pupil-free days
- 2019-2020: 33 1-hr sessions; 2 pupil-free days
- 2018-2019: 45 1-hr sessions; 2 pupil-free days

Administrators, in collaboration with faculty leadership (department and GLA leads), 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, teacher survey results and data collected on attendance, grades, Lexile scores, etc., to identify an instructional focus that supports the critical learning needs.

After members of the school leadership (combined administrative and teacher leads) discuss classroom observations, the professional development needs that will improve instructional delivery systems for increased student achievement are identified. Due to the academic and social emotional effects that the COVID 19 pandemic has had on the student learning process, additional emphasis has been placed on mitigating learning loss and providing social-emotional supports for students in trauma. In addition to this focus on social-emotional learning, over the past few years, BCCHS teachers have participated in professional development sessions addressing:

- California Standards
- Multi-tiered systems of student support (MTSS)
- Direct Interactive Instruction (DII)

- Universal Design for Learning (UDL)
- ELD Support
- Next Generation Science Standards (NGSS)
- Response to Intervention through Positive Behavior Intervention and Support (PBIS)
- Career Technical Education (CTE)
- Advanced Placement (AP)
- College and Career Readiness
- 21st Century Skills (Technology in the classroom)

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

Social Emotional Learning (SEL): As outlined above, Birmingham has committed to providing students with a higher level of support required to counter the negative effects on students of learning loss and trauma due to the COVID 19 pandemic. This focus of PD follows CDE guidance on social and emotional support during distance learning. SEL reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

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

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
- Workshops and cohort activities
- After school whole faculty, department, or small collaborative group workshops
- On-line 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
- 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.
- 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.

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	47	35	35
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