

**Birmingham Community Charter High
School**
2022–23 School Accountability Report Card
**Reported Using Data from the 2022–23 School
Year**
California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

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.

About This School

Ari Bennett, Principal

📍 Principal, Birmingham Community Charter High School

About Our School



Contact

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Lake Balboa, CA 91406-5420

Phone: [\(818\) 758-5200](tel:8187585200)

Email: a.bennett@birminghamcharter.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name

Phone Number

Superintendent

Email Address

Website

School Contact Information (School Year 2023–24)

School Name Birmingham Community Charter High School

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: 1/25/24

School Description and Mission Statement (School Year 2023–24)

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

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

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

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

The vision statement of BCCHS reflects a commitment by the stakeholders to support the differentiated needs of each student within an instructional program that will prepare them for their future. Our vision reflects our intent that students will feel that Birmingham cares about them and their future and that we strive to bring out the best in every student so they can fully express their unique talents and abilities. Our instructional program and support services are designed to prepare students to attend the college of their choice. They will be efficacious, empathetic, compassionate community stewards capable of critical thinking and problem solving. Our collective values were developed after collaboration over the course of 18 months. We are constantly 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, the Academic Senate, and community members.

Vision: The Birmingham Community Charter High School is a thriving, collaborative community that provides an academically challenging, personalized, and supportive environment that prepares individual students to be the best version of themselves and pursue their post high school academic and career goals.

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.*

23-24 BCCHS Values:

1. We value **equity and choice** because we know that with opportunity, our diverse and talented students can achieve their maximum potential.
2. We achieve **excellence** through **perseverance and consistent growth**.
3. We exhibit empathy in our effort to provide **compassionate support** that will empower students.
4. **We value our community and believe fostering positive relationships with students and parents** will enhance student learning.
5. We value **curiosity and adaptability** in our effort to identify and meet our students' needs.

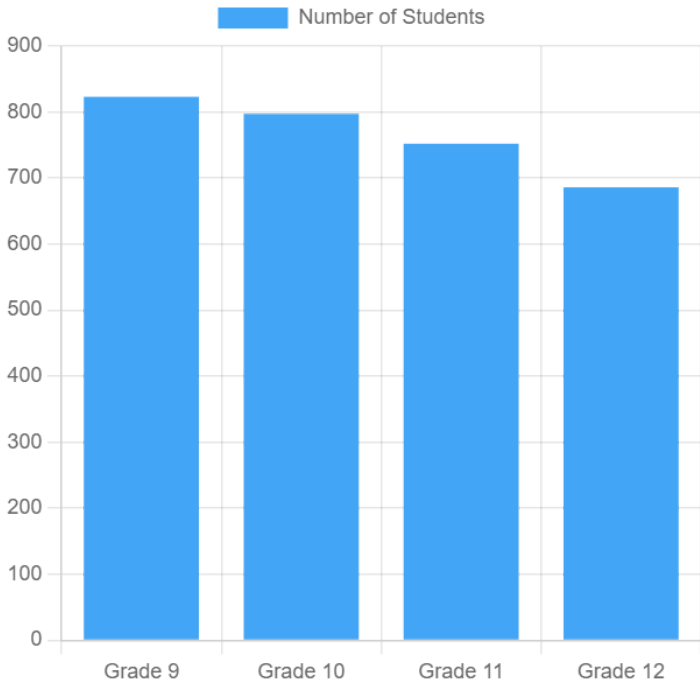
Please Note: *Due to tremendous demand, BCCHS holds an annual **ENROLLMENT LOTTERY** for those students who do not live in Birmingham's immediate attendance area. The 2024-2025 Lottery Application window ended Friday, January 26, 2024. Beginning Monday, January 27, 2024, families may complete the 2024 Fall Wait List Application, which is available on the school's website at www.birminghamcharter.com. If assistance is required, parents may visit Birmingham's Parent Center for assistance completing the application.*

Assistance is available in English, Spanish, Armenian, and Russian. The Parent Office is open on school days from 8:00 am – 12:00 pm and 1:00 pm - 3:00 pm.

Last updated: 1/25/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	823
Grade 10	797
Grade 11	752
Grade 12	686
Total Enrollment	3058



Last updated: 1/26/24

Student Enrollment by Student Group (School Year 2022–23)

Note: Percentages are rounded to whole numbers following generally accepted practices.

Student Group	Percent of Total Enrollment
Female	47.80%
Male	52.00%
Non-Binary	0.20%
American Indian or Alaska Native	0.00%
Asian	1.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.00%
Foster Youth	0.20%
Homeless	3.70%
Migrant	0.00%
Socioeconomically Disadvantaged	86.70%

Student Group	Percent of Total Enrollment
Black or African American	4.80%
Filipino	2.00%
Hispanic or Latino	86.40%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	2.00%
White	3.70%

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	11.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.90	36.67%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	3.21%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	0.75%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	79.20	59.35%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	133.50	100.00%	27194.20	100.00%	274759.10	100.00%

2020-2021 data for the school is not accurate due to reporting changes relating to implementation of CalSAAS, which is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. Birmingham cannot make changes to the 2020-2021 data at this time.

2021-2022 data for the school reflects an improvement in reporting accuracy.

In next year's SARC (2023-2024), it is anticipated that 2022-2023 data for the school will reflect additional improvement in reporting accuracy.

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

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	116.00	87.37%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	4.12%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	0.66%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	10.40	7.83%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	132.70	100.00%	27426.80	100.00%	279044.80	100.00%

2020-2021 data for the school is not accurate due to reporting changes relating to implementation of CalSAAS, which is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. Birmingham cannot make changes to the 2020-2021 data at this time.

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Last updated: 1/31/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	4.20	5.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.20	5.40

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.80
Total Out-of-Field Teachers	1.00	0.80

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.40%	3.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.30%	1.6%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

During the 2023-2024 school year, Birmingham has provided sufficient textbooks and other instructional materials. Additionally, all students are equipped with a Chromebook to use both at school and at home. When needed, the school provides Hotspots to students with limited internet access at their residence.

Textbooks and Other Instructional Materials/year of Adoption

F
M
R
Adc

Course	Textbook Title	Publisher	© Year
ENGLISH			
English 9	Foundations of Language and Literature	Bedford/St. Martin's	2019
English 10	Advanced Language and Literature	Bedford/St. Martin's	2019
English 11: American Literature	Conversations in American Literature	Bedford/St. Martin's	2019
AP Language Composition	Language of Composition	Bedford/ St. Martin's	2008
English 12: Expository Reading and Writing	Various Novels	Various Publishers	2018
AP English Literature	AP Literature Reader	Various Publishers	2018
	Perrine's Literature, Structure and Sound (AP Li	Thomson Wadsworth	2006
ENGLISH LANGUAGE DEVELOPMENT			
ELL 1	Edge Level A	Cengage Learning/ National Geographic	2007
ELL 2 & 3	Edge Level B	Cengage Learning/ National Geographic.	2007
ELD A	Edge Level A	Cengage Learning/ National Geographic.	2007
ELD B	Edge Level B	Cengage Learning/ National Geographic.	2007
ELD C	Edge Level C	Cengage Learning/ National Geographic.	2014

**Textbooks and Other Instructional
Materials/year of Adoption**

F
M
R
Adc

Course	Textbook Title	Publisher	© Year
MATH			
Pre-Algebra	Algebra 1, Common Core Edition	Pearson Prentice Hall	2016
Algebra 1	Algebra 1, Common Core Edition	Pearson Education, Inc.	2016
Geometry	Geometry, Common Core Edition	Pearson Education, Inc.	2016
Algebra 2	Algebra 2 Packet	eMath/ BCCHS	2019
Discrete Math	For All Practical Purposes	COMAP, Inc.	2009
Trigonometry/Math Analysis	Precalculus: Enhanced with Graphing Utilities, 7th Edition	Pearson Education, Inc.	2016
Statistics	Statistics Through Applications	W. H. Freeman	2009
AP Statistics	The Practice of Statistics, 5th Edition	W. H. Freeman	2016
AP Calculus	Calculus *AP Edition	Pearson Prentice Hall	2006

Course	Textbook Title	Publisher	© Year
SCIENCE			
Marine Science	Marine Science The Dynamic Ocean	SAVVAS	2012
Chemistry	High School Chemistry in Earth Systems (eBook)	Houghton Mifflin Harcourt	2020
Environmental Science	Earth Science	Pearson Education, Inc.	2006
Physics	Physics in the Universe (eBook Only)	Houghton Mifflin Harcourt	2020
Physiology	Essentials of Human Anatomy and Physiology, 12th edition	Saavas Learning Company	2018
AP Environmental Science	Living in the Environment	Brooks/Cole Publishing Company	2007
AP Chemistry	Chemistry *AP Edition	Brooks/Cole/Cengage Publishing Co.	2014
AP Physics	Physics: Principles and Problems	Glencoe McGraw-Hill	2008
SCIENCE ELECTIVES			
Forensic Science	Forensic Science for High School	Kendall Hunt	2009
Medical Terminology	Medical Terminology: A Living Language	Pearson Prentice Hall	2009

**Textbooks and Other Instructional
Materials/year of Adoption**

F
M
R
Adc

Course	Textbook Title	Publisher	© Year
SOCIAL STUDIES			
World History	World History Interactive	SAVVAS	2022
AP European History	A History of Western Society since 1300 (for A	Bedford/St. Martin's	2014
United States History	United States History CA	Saavas Learning Company	2016
African American United States History	Creating Black Americans - AfricanAmerican History and Its Meanings, 1619- to the Present	Oxford University Press	2006
Chicano United States History	Our America: A Hispanic History of the United States	W.W. Norton	2014
AP United States History	America's History	Bedford/St. Martin's	2014
AP Psychology	Updated Myers' Psychology for AP	Bedford, Freeman & Worth	2021
Economics	Economics in Action	Pearson Prentice Hall	2019
American Government	Magruder's American Government	Pearson Prentice Hall	2019
AP Government	Government in Action	Pearson Prentice Hall	2019
SOCIAL STUDIES ELECTIVES			
Financial Literacy	Foundations in Personal Finance	Ramsey Education	2021
Intro to Psychology	Understanding Psychology	McGraw Hill Education	2002
Intro to Sociology	Sociology: The Study of Human Relationships	Houghton Mifflin Harcourt	2005
Political Science 1 (College elective)	Governing California 9th Edition	W.W. Norton	2021
Political Science 1 (College elective)	We The People 13th Edition	W.W. Norton	2021
Psychology 041 (Pierce College)	Development Across the Lifespan 8th Edition	Pearson	2016

**Textbooks and Other Instructional
Materials/year of Adoption**

F
M
R
Adc

Course	Textbook Title	Publisher	© Year
WORLD LANGUAGE			
French 1	D'accord Level 1 (PRIME Online Access)	Vista Higher Learning	2019
French 2	D'accord Level 2 (PRIME Online Access)	Vista Higher Learning	2019
French 3	D'accord Level 3 (PRIME Online Access)	Vista Higher Learning	2019
AP French	T'es branché? 4	EMC School, LLC	2014
Sign Language	Signing Naturally	Dawn Sign Press	2008
Spanish 1	Descubre, Level 1	Vista Higher Learning	2022
Spanish 2	Descubre, Level 2	Vista Higher Learning	2022
Spanish 3	Descubre, Level 3	Vista Higher Learning	2022
Spanish Speakers 1	Galería de lengua y cultura 1	Vista Higher Learning	2020
Spanish Speakers 2	Galería de lengua y cultura 2	Vista Higher Learning	2020
AP Spanish Language	Temas 2e	Vista Higher Learning	2020
AP Spanish Literature	Abriendo Puertas	Houghton Mifflin Harcourt Company	2013

Course	Textbook Title	Publisher	© Year
Health			
Health	Comprehensive School Health Education (eBook Access)	McGraw Hill	2020

**Textbooks and Other Instructional
Materials/year of Adoption**

F
M
R
Adc

Course	Textbook Title	Publisher	© Year
FINE ARTS			
Ceramics	Experiencing Clay	Abe Books	2003
Photography	Focus on Photography	Davis Publications	2006
AP Art History	Gardner's Art Through the Ages: A Global History	Cengage Learning	2015
TECHNICAL ARTS			
Computer Science	Technology in Action	Pearson Prentice Hall	2014
Culinary Arts 1	Culinary Essentials	McGraw Hill	2016
Culinary Arts 2	Foundations of Restaurant Management & Culinary Arts Level 1	Prentice Hall	2010
Engineering Technology	Conceptual Physics	Pearson Prentice Hall	2009
	Pre-Engineering	McGraw-Hill Education	2012
	Basic Blueprint Reading and Sketching	Cengage Learning	2010
	Print Reading for Industry 11th Edition	G-W Publisher	2020
Horticulture	The New Western Garden Book: Ultimate Gardening Guide	Oxmoor House	2012
Intro to Nursing Assistance	Mosby's Textbook for Nursing Assistants	ELSEVIER	2011

N/A

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

Last updated: 2/1/24

School Facility Conditions and Planned Improvements

Birmingham Community Charter High School's campus is recognized as one of the most beautiful campuses in the San Fernando Valley with majestic, towering oaks and park-like green spaces. 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, with a tented eating area. Throughout, there are various green spaces with outdoor seating for meals and class activities. All of our classrooms are equipped with technology for 21st century learning, including smartboards which replace traditional projection equipment.

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

Prioritization of repairs and maintenance is completed at an approximate \$1 million per year. During this year, maintenance activities include replacement of a new track at the football stadium. Additional projects planned include improvements to the staff dining room to enhance capacity and school community, and more lighting by the school's Haynes Street entrance.

With the goal to decrease class size and provide additional resources for both students and staff, Birmingham's multi-year bungalow project is closer to completion. During Fall semester 2023, two new classroom bungalows were installed and are in use on the West side of the campus. In addition, two new bathroom bungalows have been installed and are being prepared for ADA compliance: one on the West side of the campus and the other between the baseball and softballs fields. Installation of two more bungalows on the West side of campus is expected in 2024.

Birmingham is planning a major roof replacement project utilizing approximately \$6 million in bond funds made available to our school. This is expected to be a multi-year endeavor to begin sometime in 2024. Related HVAC replacement is earmarked for a future time.

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

School Facility Good Repair Status

As an independent charter utilizing facilities associated with LAUSD, the FIT report process is initiated by a LAUSD CPM (Complex Project Manager). The most recent FIT collection and evaluation process was completed in January 2024.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some minor repairs are required in one student bathroom. It has been addressed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repairs are part of a major roof replacement project that is expected to commence sometime during 2024.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 2/1/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	64%	69%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	23%	22%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	706	698	98.87%	1.13%	69.48%
Female	332	330	99.40%	0.60%	74.55%
Male	373	367	98.39%	1.61%	64.85%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	36	36	100.00%	0.00%	47.22%
Filipino	20	20	100.00%	0.00%	80.00%
Hispanic or Latino	587	580	98.81%	1.19%	70.69%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00%	0.00%	73.68%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	34	33	97.06%	2.94%	63.64%
English Learners	22	22	100.00%	0.00%	13.64%
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00%	0.00%	48.15%
Military	37	37	100.00%	0.00%	70.27%
Socioeconomically Disadvantaged	593	586	98.82%	1.18%	69.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	77	76	98.70%	1.30%	34.21%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/26/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	705	697	98.87%	1.13%	22.38%
Female	332	330	99.40%	0.60%	22.73%
Male	372	366	98.39%	1.61%	22.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	36	35	97.22%	2.78%	11.43%
Filipino	20	20	100.00%	0.00%	35.00%
Hispanic or Latino	586	580	98.98%	1.02%	21.03%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00%	0.00%	42.11%
White	34	33	97.06%	2.94%	33.33%
English Learners	22	22	100.00%	0.00%	13.64%
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00%	0.00%	18.52%
Military	37	37	100.00%	0.00%	27.03%
Socioeconomically Disadvantaged	592	585	98.82%	1.18%	22.22%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	77	75	97.40%	2.60%	9.33%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	18.53%	26.90%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1390	1368	98.42%	1.58%	27.19%
Female	656	649	98.93%	1.07%	24.35%
Male	733	718	97.95%	2.05%	29.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	16	16	100.00%	0.00%	56.25%
Black or African American	65	62	95.38%	4.62%	17.74%
Filipino	34	34	100.00%	0.00%	50.00%
Hispanic or Latino	1182	1166	98.65%	1.35%	25.64%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59%	7.41%	40.00%
White	64	63	98.44%	1.56%	41.27%
English Learners	58	57	98.28%	1.72%	5.26%
Foster Youth	--	--	--	--	--
Homeless	48	47	97.92%	2.08%	10.64%
Military	85	85	100.00%	0.00%	25.88%
Socioeconomically Disadvantaged	1049	1030	98.19%	1.81%	25.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	138	130	94.20%	5.80%	11.54%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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 or spring 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. We are adding a new Capstone Advanced Acting course and exploring additional options such as Cybersecurity and Robotics to expand our technology-centric programs. 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 fourth 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 \$330,000 for CTEIG funding for the 2023-2024 school year.

Table: Birmingham's CTE Pathways (2023-2024)

Career Pathway	Course 1	Course 2	Course 3
Industry Sector	Introductory	Concentrator	Completer
Animation			
Design, Visual & Media Arts	*Drawing	*Animation 1	Animation 2
Graphic Design		* Design	
Design, Visual & Media Arts		*Digital Media	*Digital Graphic Design
		*Photography	
Filmmaking			
Production & Managerial Arts		*Filmmaking 1	*Filmmaking 2
Technical Theater			Advanced Theater & Stage Technology
Production & Managerial Arts		Intermediate Theater & Stage Technology	OR
			Play Production
			OR Advanced Acting

Food Service & Hospitality			
Hospitality, Tourism and Recreation	*Intro to Culinary Arts	Advanced Culinary Arts	
Software & Systems Development			
Information and Communication Technology	*Computer Science	AP Computer Science Principles	
		OR	
		AP Computer Science A	
Patient Care			
Health Science and Medical Technology	Pre-Medical Science 1	Pre-Medical Science 2	
Business Management			
Business and Finance	Intro to Business Management and Finance	*International Business	
Engineering Technology			
Architecture and Engineering	*Intro to Engineering, Science & Technology	*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, Python and Java Script. This course supports academic achievement across the curriculum in other content areas as students acquire skills that facilitate typing and editing essays, accessing the Internet for research purposes, and completing project-based assignments for their academic classes. All of our CTE faculty engage in collaboration and co-planning to ensure students recognize interdisciplinary concepts, master CTE Model Curriculum Standards and core academic standards, and apply their learning beyond the classroom, ultimately in real world employment situations.

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

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

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

Measurable outcomes and evaluation.

There are several outcomes tied to the CTE programs and their class offerings. Upon completion, students receive certifications in specific industries including the software applications: Adobe Creative Suite, Microsoft Office Suite, ServSafe and California Food Handlers food safety certification, and First Aid and CPR. Students engage in leadership opportunities through clubs and competitions related to their industry sectors. Birmingham currently offers CCAP-LA enrollment for students in the Food Service and Hospitality pathway. This past Fall in 2023, Birmingham continued four Career and Technical Student Organizations (CTSOs): Cal-HOSA for students in the Patient Care Pathway, CCAP-LA for students in Culinary Arts, Math Engineering Science Achievement (MESA) for students in the Engineering pathway, and Future Business Leaders of America (FBLA) for students in the Business Management and Finance, Animation, Graphic Design, Software and Systems, and Film pathways.

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

Continuing this school year, students can work towards various performance and other measurable goals of BCCHS' CTE pathways.

The courses in the Technical Theater pathway prepare students for mastering specific technical skills in the Theater industry including Set Construction, Painting, Costumes & Make-up, and/or Lighting and Sound. Students learn basic skills in their area of focus and then apply

those skills through hands-on training by producing the tech for school plays and musicals. In addition to working with visiting artists and professional mentors in the field, theater students also visit studios, sets, and costume shops to gain understanding of their craft. Students who successfully complete the various ROP classes earn a Certificate of Completion along with the opportunity to receive letters of recommendations and, even, job offerings. Current ROP classes available include Animal Caretaking, Banking Operations, Banking Management, Retail Merchandising, Performing Artist, Hotel and Restaurant Management.

In light of the CDE's College and Career readiness indicator, Birmingham has continued 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, earned industry certifications, and enrollment in college CTE courses and programs.

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

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

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

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

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

CTE Advisory Committee and the industries represented.

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

Innovation through an Internship Program

We have developed an innovative way for students to gain work experience through our in-house internship programs and other opportunities connected with local industry professionals. Students have had the opportunity to participate in an internship program on campus under the supervision of our IT support staff where they participated in Software and Systems development. Upon completion, all of the students can continue as IT support tech specialists for our school community. Other internship opportunities have arisen through partnership with Unite-LA and local companies in close proximity to our school. Participating students commit to 4 hours of service each week for a 10 week period, totaling 40 hours of training through their selected internship program. The CTE Internship Program has structures in place to provide support for students that partner with a company in order to complete their internship.

Last updated: 1/25/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Upon validation the metric for *Percent of Pupils that Complete a CTE Program and Earn a High School Diploma* will be updated.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1859
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.6

Last updated: 2/1/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.90%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	77.26%

Last updated: 1/29/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	88.2%	86.9%	88%	87.3%	82.9%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Birmingham’s mission is to establish a true partnership with parents and guardians. We believe we can accomplish it by building capacity, enhancing two-way communication, and authentic community engagement. We offer ongoing parent engagement, facilitate access to school programs and resources, and empower parents to be proactive in their children’s education.

Parent Center Team

Birmingham’s **Lead Administrator/Director of Parental Engagement, Tadeo Climaco**

(t.climaco@birminghamcharter.com; 818-758-5226) leads our parent engagement efforts. His office is located in the Parent Center, which is staffed by a bilingual team.

818-758-4479

			818-758-5281
· Parent Liaison	Margarita Ponce	m.ponce@birminghamcharter.com	818
· Parent Liaison	Margie Curtis	m.curtis@birminghamcharter.com	758-4426
· Community Schools Coordinator	Michelle Rivas	m.rivas@birminghamcharter.com	818-758-4411
· Administrative Assistant	Erika Figueroa	e.figueroa@birminghamcharter.com	818-758-6547
· Administrative Assistant	Brenda Anzures	b.anzures@birminghamcharter.com	818-758-4464
· English Learners Liaison	Rebeca Bermudez	r.bermudez@birminghamcharter.com	818-758-4457
· Program Office Assistant	Hernan Huezo	h.huezo@birminghamcharter.com	
· Program Office Assistant	Rosa Ramirez	r.ramirez@birminghamcharter.com	

Coffee with the Principal

Our **CEO/Principal, Ari Bennett**, invites all parents to attend these monthly events where he provides school updates, solicits feedback, and provides Q&A time. These gatherings are presented in both English and Spanish.

Channels of Communications

Birmingham provides parents and families with several channels of communication:

- www.birminghamcharter.com - The school maintains a comprehensive **Families** section on our website.
- **School Directory** - In the **Families** section, families can click on **School Directory** to send emails to teachers, administration, paraprofessionals, and staff.
- **ParentSquare** is the official communication platform for Birmingham. It provides parents with school news, updates, and alerts. In the **Families** section of the school's website, families can click on **Parent Technology** to receive instructions on downloading the ParentSquare app on their phones.
- **AERIES Parent Portal** is a secure platform 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 **AERIES Parent Portal** are available on Birmingham's website.

- **Google Classroom** has a feature in which parents can receive weekly updates on their children's progress in individual classes. Parents can contact their child's current teacher to request access to this feature.
- **Parent eNewsletter** is Birmingham's monthly bilingual news source. It highlights upcoming events, meetings, testing, and other seasonal activities.

Parent Center Reset

In an effort to better serve the needs of Birmingham's parents and families, a Parent Input Survey was launched at the beginning of the 2022-2023 school year. Feedback was received in which families articulated the services, activities, and trainings they want scheduled. Families were also asked to comment on the effectiveness of the Parent Center's physical lay-out. Changes were made to the center to facilitate the space as a central hub for workshops, activities, and access to both campus-based and community resources. Parents asked for changes to facilitate parent networking within a welcoming space. Additions include a large presentation screen along with the availability of laptops for parent use. Plants, artwork, a coffee machine and other upgrades have been added to emphasize the center as the school's gathering location for our parents and families. Parents also asked that organizations and monthly meetings involving parents be streamlined to eliminate duplication. Therefore, the goals and activities of Parent Family Engagement Team (PFET) have been incorporated into other parent committees and activities including School Site Council (SSC), English Learners Advisory Council (ELAC), Parent-Teacher-Student Association (PTSA), and Coffee with the Principal. These ongoing activities ensure a robust partnership between BCCHS staff and families in support of the academic, social emotional development, and post-secondary success of all students.

Parent Symposium

During the 22-23 academic year, the Parent Center established the first annual School and Family Partnership Symposium with workshops that addressed family needs. The symposium offered additional services and activities during the event in coordination with community partners. The workshops offered included:

- | | |
|---------------------------|---|
| · Creating email accounts | · Accessing AERIES |
| · Navigating ParentSquare | · After High School Success & Career Planning |

- Mental Health
- Student & Parent Opportunities to Participate in Birmingham Events
- Substance Abuse Awareness
- Communicating with Birmingham Staff

A Parent Symposium has been scheduled for the 23-24 academic year, and it will take place on ***Saturday, February 24, 2024.***

Parent Involvement in Governance

Various elements of our charter reflect the opportunities for parental involvement. As an independent charter, parent representation is included on our main governing body – the school board - as well as several advisory councils and standing subcommittees.

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

Additionally, parents attend activities and meetings in which various members of the school team present important information about Birmingham and inform families of the many resources offered to facilitate student achievement. Parent participation and representation is also important in our advisory councils:

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

Informational Events

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
- SSC Orientation
- ELAC Orientation

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

- FACTOR Parent Institute Classes –Levels 1, 2, and 3
- ESL Classes – Levels 1, 2, 3, and 4
- Technology Class Levels 1 (including AERIES Portal Training) and 2

- Focus Groups: Grief and Loss; Talk Saves Lives: Suicide Prevention 101

- Self-Care for Caregivers

BCCHS also offers informational presentations applicable to our families:

- Student Academic Success and Improvement Recognition Assemblies
- LCAP Updates
- ELAC Updates
- Teen Depression
- College Planning – including Financial Aid, FAFSA, and DACA
- NCAA Eligibility

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

State Priority: Pupil Engagement

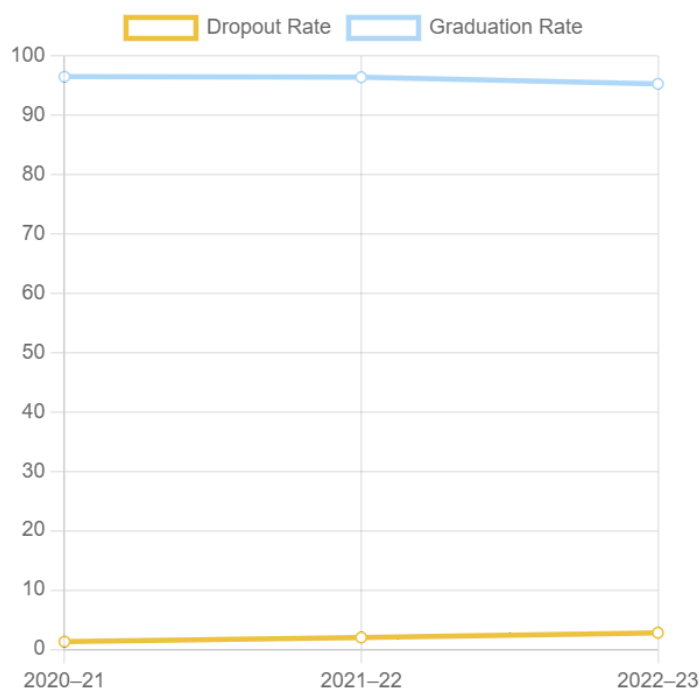
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	1.3%	2%	2.8%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	96.5%	96.4%	95.3%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	681	649	95.3%
Female	325	318	97.8%
Male	356	331	93.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	30	28	93.3%
Filipino	13	13	100.0%
Hispanic or Latino	590	561	95.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	29	29	100.0%
English Learners	69	55	79.7%
Foster Youth	--	--	--
Homeless	40	33	82.5%
Socioeconomically Disadvantaged	643	613	95.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	81	62	76.5%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3272	3190	778	24.4%
Female	1567	1532	390	25.5%
Male	1699	1653	386	23.4%
Non-Binary	6	5	2	40.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	37	36	5	13.9%
Black or African American	161	158	43	27.2%
Filipino	63	62	7	11.3%
Hispanic or Latino	2812	2737	658	24.0%
Native Hawaiian or Pacific Islander	3	3	3	100.0%
Two or More Races	64	64	24	37.5%
White	132	130	38	29.2%
English Learners	318	305	94	30.8%
Foster Youth	8	8	3	37.5%
Homeless	186	177	62	35.0%
Socioeconomically Disadvantaged	2825	2764	687	24.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	388	376	127	33.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.06%	4.02%	2.72%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.15%	0.03%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.72%	0.03%
Female	2.49%	0.00%
Male	2.94%	0.06%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	6.21%	0.62%
Filipino	1.59%	0.00%
Hispanic or Latino	2.42%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	7.81%	0.00%
White	3.79%	0.00%
English Learners	4.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	1.61%	0.00%
Socioeconomically Disadvantaged	2.80%	0.04%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.87%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/26/24

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

- Volume I contain 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 which includes administrators, faculty, staff, students, and parents, reviews data including school trends in discipline and suspensions/expulsions and neighborhood crime reports. It then establishes procedures and revises the Plan to ensure a safe and orderly environment. The Safety Committee's focus has shifted from evaluating crime data to identifying strategies to address the academic and social-emotional impact of the pandemic including social isolation and trauma of all stakeholder groups. The PBIS program is an essential element of the school's response.

The 2023-2024 updates to the Safety Plan were presented and approved by School Site Council (SSC) and the school governing board during January 2024 and February 2024, respectively. It reflects the challenges of campus-based learning in the 21st century. The Safety Plan and its details have been reviewed with faculty and staff and presented to parents through a series of meetings, news updates, and alerts.

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

- Creating a substance abuse-free environment
- Increasing student safety on campus by reducing bullying, harassment, and discrimination
- Maintaining a secure climate on campus where students and staff feel safe

During 2023-2024 school year, enhancements to the Plan include:

- Launch of the **StopIt Solutions Anonymous Reporting System** which teaches students, parents, and staff how to recognize and report the signs of at-risk behaviors to administration. Administration is then able to assess, manage, and resolve incidents.
- Publication and distribution of Emergency Guidebooks to all classrooms to facilitate quick access to information on protocol, contact information, and response to distinct types of emergencies.

· Launch of **5-Star Manager** for electronic management of school activities, events, behaviors, students passes, etc.

The school is revisiting the existing PBIS program to assess progress and determine next steps and improvements. This includes meetings of the PBIS Committee, committee and schoolwide training, and schoolwide program promotion. The PBIS mission statement and the matrix of behavior expectations have also been reviewed and revised to ensure alignment with the program's purpose and goals.

BCCHS' faculty and staff are required to complete a comprehensive series of on-line trainings that include administering First Aid, operating a Fire Extinguisher, handling of chemicals present on the school campus, and identifying signs of various scenarios that impact students including bullying, suicidal ideation, depression, and potential violent behavior. CPR recertification is also offered to all interested school staff.

Key elements of the Safety Plan include:

- Several emergency drills to address procedures for Earthquake, Lockdown, Shelter in Place, Fire, and Drop/Cover/Hold scenarios
- Staff training on procedures for these drills
- Establishment of Emergency Teams including Incident Command, First Aid, Search and Rescue, Ambulance, HazMat, Psychological First Aid, and Request Gate for all emergency scenarios
- On-campus AED (Automated External Defibrillators)
- On-campus *EpiPens*® with various employees trained on their use
- Food and water stored for civil emergency
- Evacuation maps, emergency procedure folders, and class flags in all rooms and offices
- Emergency buckets and water in every classroom
- Faculty and staff training on suicide prevention and management of scenarios where there is a risk of violence
- Annual and bi-annual CPR certification for specific staff positions
- Training for safe use of golf carts for applicable employees
- Visits of drug sniffing dogs to deter drug use on campus
- Positive Behavior Intervention Support (PBIS) program

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 2020–21) (HIGH SCHOOL)

Will be updated to adjust for co-teaching classrooms that are double-counted.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	83	61	27
Mathematics	23.00	74	51	30
Science	29.00	21	26	52
Social Science	31.00	14	16	58

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	126	63	32
Mathematics	24.00	77	59	58
Science	25.00	32	48	34
Social Science	27.00	27	30	46

* 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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	78	63	45
Mathematics	30.00	25	71	73
Science	24.00	32	55	25
Social Science	26.00	29	38	43

* 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: 1/30/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	253

* 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: 2/1/24

Student Support Services Staff (School Year 2022–23)

Birmingham's certificated staff includes 12 certificated Special Education case carriers (i.e. Resource Specialists) who also co-teach in classrooms with content-specific certificated staff where there is a need to support students with Individual Education Plans (IEPs) and 504 Plans.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	17.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	4.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00

Title	Number of FTE* Assigned to School
Other	12.00

* 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: 2/1/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Birmingham's Average Teacher Salary is calculated using only the salaries of certificated staff who are assigned to the classroom full-time.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16925.00	\$5655.95	\$11269.00	\$85485.00
District	N/A	N/A	\$9920.00	\$81337.00
Percent Difference – School Site and District	N/A	N/A	12.74%	4.97%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	38.81%	-2.77%

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

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. Over the last few years, Birmingham has benefited from several federal and state grants relating to learning loss mitigation, expanded learning opportunities, graduation and A-G completion improvements, work-study expansion, and supplemental nutrition programs for summer.

Some of our programs and services include:

- After school tutoring for core content courses
- After school tutoring for English Learners – English Learner Liaison
- Alternative supports for Tier I, II, and III academic intervention
- CBI program
- College and Career Center staffed with counselors and other staff
- Comprehensive EL (English Learners) Program
- Comprehensive SWDs (Students with Disabilities) Program
- CTE program with multiple career pathways including Engineering
- Culinary program
- Expanded learning opportunities including after school enhancement program
- Extensive Student Support services, including a PSA and Grade-level Social Workers
- Homeless and Foster Youth Liaison
- Parent Center with Bilingual Parent Liaison and African American Subgroup Liaison
- Parent Education classes and presentations
- Parent Engagement activities and communications
- Performing and Visual Arts program
- Professional development that addresses EL and SWD student needs and instructional strategies that use educational technology
- Project-based Tutoring
- Special Education program
- Sports program
- Tiered academic and behavioral intervention services
- Title I and III coordinators

Last updated: 2/1/24

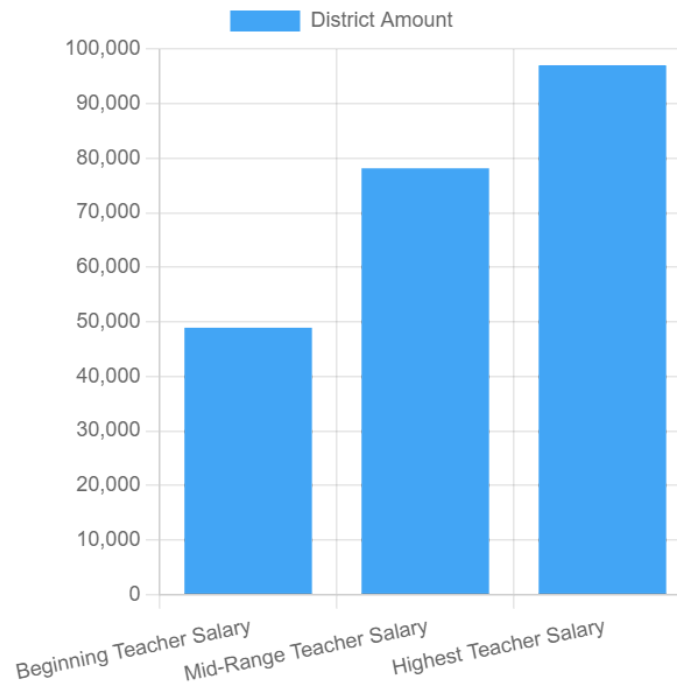
Teacher and Administrative Salaries (Fiscal Year 2021–22)

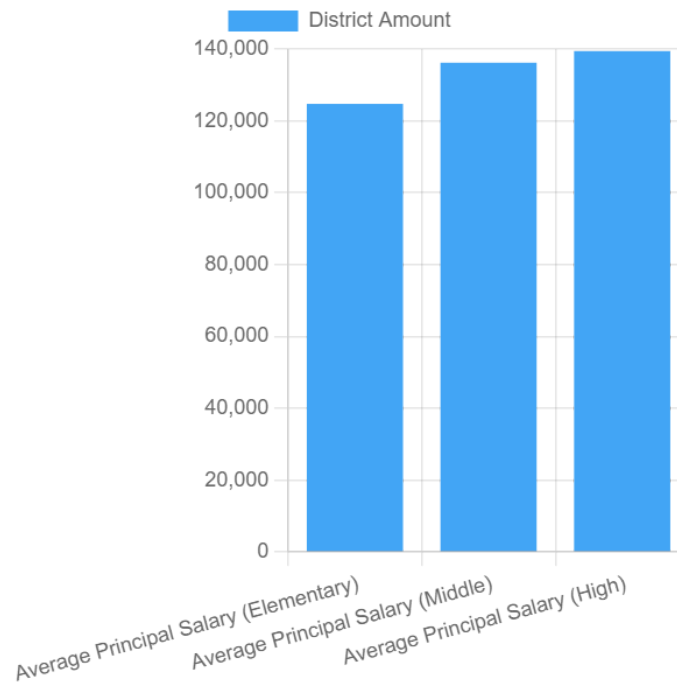
District Amount defined here represents LAUSD information only. Birmingham Community Charter High School is a single-school LEA and operates separately from LAUSD.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48916.00	\$55549.60
Mid-Range Teacher Salary	\$78133.00	\$80702.84

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$97008.00	\$109417.68
Average Principal Salary (Elementary)	\$124723.00	\$137703.47
Average Principal Salary (Middle)	\$136178.00	\$143759.63
Average Principal Salary (High)	\$139415.00	\$159020.77
Superintendent Salary	\$440000.00	\$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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





Last updated: 2/1/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 29.8 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	12
Fine and Performing Arts	0
Foreign Language	8
Mathematics	5
Science	10
Social Science	14
Total AP Courses Offered*	51

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

Last updated: 2/1/24

Professional Development

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

- 2021-2022: 34 1-hr sessions; 2 pupil-free days
- 2022-2023: 34 1-hr sessions; 2 pupil-free days
- 2023-2024: 34 1-hr sessions; 2.5 pupil-free days

Professional Development (PD): Major areas of focus and the process utilized to determine PD content.

Administrators, in collaboration with faculty leadership (department and GLA leads), review student achievement data, including metrics on the California School Dashboard and other annual and interim assessments, 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. Due to the pandemic’s continuing impact on learning, data that address the social-emotional status of our students, such as the annual Resilience Check-in (RCI) survey, is also incorporated into the needs assessment. All these components are utilized to identify an instructional focus that supports 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 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:

- Depth of Knowledge (DOK) levels and academic rigor
- California Content and Literacy Standards
- Multi-tiered systems of student support (MTSS)
- Direct Interactive Instruction (DII)
- Support of literacy and English Learner (EL) academic needs
- Collaborative planning of content and special education teachers and paraprofessionals
- 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. Most annual conferences have returned to an in-person format, which facilitates both formal and informal exchange of ideas amongst education professionals.

Depth of Knowledge Model (DOK): Although student social-emotional needs continue at a heightened level, Birmingham has returned to a focus on ensuring academic rigor for all students. The goal of utilizing the DOK model is to provide a vocabulary and a frame of reference when thinking about students and how they engage with content. Emphasis on DOK facilitates development of student critical thinking skills and their ability to engage in cognitive demand.

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. 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 ELPAC, 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 Education 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
- Both in-person and 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 program for new teachers.

During implementation of professional development, teachers are supported through:

- In-class coaching
- New teacher cadre
- Discussions and strategic planning utilizing student performance data reports occur at the department, SLC, teacher leadership, administrative, and board levels
- Routine meetings as an entire faculty, department, course-alike, grade-level, and specialized teacher groups, e.g., AP, SpEd, and EL.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 2/1/24