

**Birmingham Community Charter High School**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 17000 Haynes Street  
Lake Balboa, CA , 91406-5420

**Principal:** Ari Bennett

**Phone:** 818-758-5200

**Grade Span:**

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.

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## About This School

### Ari Bennett

Principal, Birmingham Community Charter High School

### About Our School



**Ari Bennett**  
**CEO/Principal**  
**818-758-5200**  
**[a.bennett@birminghamcharter.com](mailto:a.bennett@birminghamcharter.com)**

### Contact

Birmingham Community Charter High School  
17000 Haynes Street  
Lake Balboa, CA 91406-5420

Phone: [818-758-5200](tel:818-758-5200)  
Email: [a.bennett@birminghamcharter.com](mailto:a.bennett@birminghamcharter.com)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(818) 758-5200
<b>Superintendent</b>	Carvalho, Alberto
<b>Email Address</b>	<a href="mailto:alberto.carvalho@lausd.net">alberto.carvalho@lausd.net</a>
<b>Website</b>	<a href="http://birminghamcharter.com">http://birminghamcharter.com</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Birmingham Community Charter High School
<b>Street</b>	17000 Haynes Street
<b>City, State, Zip</b>	Lake Balboa, CA , 91406-5420
<b>Phone Number</b>	818-758-5200
<b>Principal</b>	Ari Bennett
<b>Email Address</b>	<a href="mailto:a.bennett@birminghamcharter.com">a.bennett@birminghamcharter.com</a>
<b>Website</b>	<a href="http://birminghamcharter.com">http://birminghamcharter.com</a>
<b>County-District-School (CDS) Code</b>	19647331931047

Last updated: 2/1/23

## School Description and Mission Statement (School Year 2022–23)

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, fieldtrips, 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.

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:** 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.

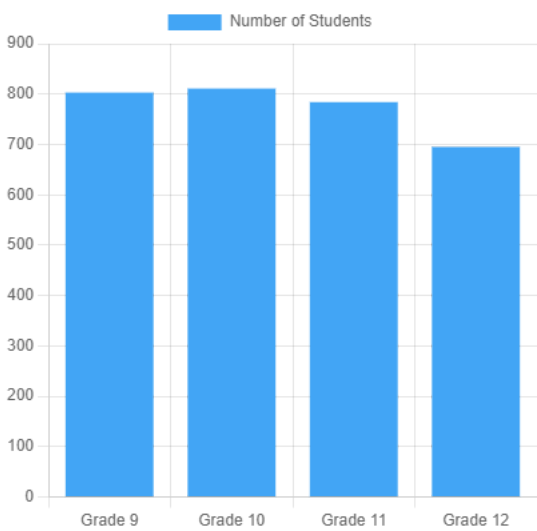
### 22-23 BCCHS Values:

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 lottery is being held on **February 2, 2023, at 3pm**. Parents will be notified by email and/or mail of their student's admission status by **February 6, 2023**. A link to the online enrollment application will be emailed to selected students. Only students who are admitted through the lottery may complete the online enrollment application. Online applications received from families who failed to follow the lottery process will be denied and deleted. Students who are not selected during the random drawing will be placed on a Waitlist in the order drawn and will have priority over Waitlist applications received after January 27, 2023.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	803
Grade 10	811
Grade 11	784
Grade 12	695
Total Enrollment	3093



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

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

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	5.00%
Filipino	2.00%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.00%
Foster Youth	1.00%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disadvantaged	85.00%
Students with Disabilities	12.00%

## 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	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 is not accurate due to reporting changes relating to the 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.

Birmingham anticipates 2021-2022 data will also include an artificially high Unknown. This data has not yet been released by the CDE.

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: 1/24/23*

### 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2020-2021 data is not accurate due to reporting changes relating to the 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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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: 1/24/23*

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	

Authorization/Assignment	2020–21 Number	2021–22 Number
Misassignments	4.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.20	

*Last updated: 1/11/23*

### 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	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	1.00	

Data for 2021-2022 has not yet been released by the CDE.

*Last updated: 1/11/23*

### 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	
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	

Data for 2021-2022 has not yet been released by the CDE.

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: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Course	Textbook Title	Publisher	© Year	No	0%
	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 Lit)	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			
Mathematics	Course	Textbook Title	Publisher	© Year	No	0%
	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		



Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy			
	Course	Textbook Title	Publisher	© Year					
Science	SCIENCE				Yes	0%			
	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					
	History-Social Science	SOCIAL STUDIES					Yes	0%	
		World History	World History Interactive	SAVVAS					2022
AP European History		A History of Western Society since 1300 (for AP	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 Company	2005					

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Course	Textbook Title	Publisher	© Year	Yes	0%
	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	Daccord 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		
Health	Course	Textbook Title	Publisher	© Year	No	0%
	Health					
	Health	Comprehensive School Health Education (eBook Access)	McGraw Hill	2020		
Visual and Performing Arts	Course	Textbook Title	Publisher	© Year	No	0%
	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		
	Horticulture	The New Western Garden Book: Ultimate Gardening Guide	Oxmoor House	2012		
	Intro to Nursing Assistance	Mosby's Textbook for Nursing Assistants	ELSEVIER	2011		
Science Lab Eqmpt (Grades 9-12)	N/A				N/A	0%

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

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 21<sup>st</sup> 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.

A prioritization of repairs and maintenance is completed at an approximate \$1 million per year. Tree trimming, removal of dead trees, and planting of new trees was completed in the second half of 2022. During this year, maintenance activities include floor refinishing in all three gyms and reseeding of the baseball, softball, soccer and Balboa fields and the main quad. Installation of new bleachers on the South side of the football field is expected to be completed during Spring semester. Other projects completed are installation of new infield mix on the baseball and softball fields and trap replacement for the football field.

With the goal to decrease class size and provide additional resources for both students and staff, Birmingham’s multi-year bungalow project is near completion. Three new classroom bungalows have been installed: two on the West side of the campus and a dedicated classroom for Birmingham’s Independent Study program in the North area of the campus. In addition, two new bathroom bungalows that are ADA compliant have been installed: one on the West side of the campus and the other between the baseball and softballs fields. Final approval for occupancy of all five bungalows is expected during 2023. Installation of two more bungalows on the West side of campus is expected in 2024.

Improvements to the staff dining room are in process and include installation of additional electrical outlets to increase efficiency and upgrade of the area’s aesthetics to further enhance conviviality. Birmingham continues to enhance and increase programs that contribute to student achievement and well-being. These programs included the installation of several storage units that support activities with appropriate concrete and drain systems. Additional lighting is planned by the school’s Haynes Street entrance.

Birmingham is planning a major roof and HVAC 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.

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.

Last updated: 1/31/23

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 2022.

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: February 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Birmingham looks forward to replacing HVAC systems in the next few years.
<b>Interior:</b> Interior Surfaces	Fair	Floor tiles are promptly repaired or replaced as required.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Additional student and staff restrooms are currently under construction and are ADA compliant.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Birmingham looks forward to replacing roofs in the next few years using bond money received from LAUSD.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2022

Overall Rating

Good

*Last updated: 1/31/23*

## 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 [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).
- The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs 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 completing a state-administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	65%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	23%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/24/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	688	675	98.11	1.89	64.00
Female	319	316	99.06	0.94	72.15
Male	369	359	97.29	2.71	56.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	26	92.86	7.14	57.69
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	600	591	98.50	1.50	63.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	81.82
White	26	25	96.15	3.85	72.00
English Learners	46	46	100.00	0.00	10.87
Foster Youth	--	--	--	--	--
Homeless				0.00	
Military	50	50	100.00	0.00	66.00
Socioeconomically Disadvantaged	509	504	99.02	0.98	61.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	71	94.67	5.33	26.76

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

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

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

*Last updated: 1/24/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	688	673	97.82	2.18	23.33
Female	319	314	98.43	1.57	21.97
Male	369	359	97.29	2.71	24.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	26	92.86	7.14	23.08
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	600	589	98.17	1.83	21.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	9.09
White	26	25	96.15	3.85	36.00
English Learners	46	46	100.00	0.00	4.35
Foster Youth	--	--	--	--	--
Homeless					
Military	50	50	100.00	0.00	16.00
Socioeconomically Disadvantaged	509	502	98.62	1.38	22.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	71	94.67	5.33	4.23

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

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

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

*Last updated: 1/24/23*

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	18.53	25.29	20.02	28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1319	1295	98.18	1.82	18.53
Female	635	623	98.11	1.89	16.85
Male	684	672	98.25	1.75	20.09
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	67	66	98.51	1.49	10.61
Filipino	30	30	100.00	0.00	36.67
Hispanic or Latino	1140	1120	98.25	1.75	16.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	31.82
White	45	43	95.56	4.44	41.86
English Learners	71	70	98.59	1.41	2.86
Foster Youth	--	--	--	--	--
Homeless					
Military	89	88	98.88	1.12	12.50
Socioeconomically Disadvantaged	984	970	98.58	1.42	16.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	130	125	96.15	3.85	3.20

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

*Last updated: 1/24/23*

**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 9<sup>th</sup> 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 10<sup>th</sup> grade or begin a 2-year sequence in 10<sup>th</sup> or 11<sup>th</sup> 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 \$510,000 for the 2022-2023 school year.

**Table: Birmingham's CTE Pathways (2022-2023)**

<i>Career Pathway Industry Sector</i>	<i>Course 1 Introductory</i>	<i>Course 2 Concentrator</i>	<i>Course 3 Completer</i>
<b>Animation</b> Design, Visual & Media Arts	*Drawing	*Animation 1	Animation 2
<b>Graphic Design</b> Design, Visual & Media Arts		* Design *Digital Media *Photography	*Digital Graphic Design
<b>Filmmaking</b> Production & Managerial Arts		*Filmmaking 1	*Filmmaking 2
<b>Technical Theater</b> Production & Managerial Arts		Intermediate Theater & Stage Technology	Advanced Theater & Stage Technology OR Play Production
<b>Food Service &amp; Hospitality</b> Hospitality, Tourism and Recreation		*Intro to Culinary Arts	Advanced Culinary Arts
<b>Software &amp; Systems Development</b> Information and Communication Technology		*Computer Science	AP Computer Science Principles
<b>Patient Care</b> Health Science and Medical Technology		Pre-Medical Science 1	Pre-Medical Science 2
<b>Business Management</b> Business and Finance		Intro to Business Management and Finance	*International Business
<b>Engineering Technology</b> 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 2021, Birmingham continued 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 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 anticipation of the CDE developing measures for College and Career Readiness, 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. Due to COVID-19, students previously had the opportunity to participate in an internship program virtually, where they participated in Software and Systems development. Upon completion, all of the students continued as IT support tech specialists for our school community and planned to continue their education and employment in STEM programs. After a year's hiatus, we will now be launching a new internship program where students will have the opportunity to build valuable skills in their field of interest through Birmingham's in person CTE Internship Program. Students will be committed to 4 hours of service

a 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.

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](mailto:l.surendranath@birminghamcharter.com).

Angela Zook, Career Counselor, at 818-758-4401 and [a.zook@birminghamcharter.com](mailto:a.zook@birminghamcharter.com).

*Last updated: 1/31/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1611
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	91.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	53

*Last updated: 1/27/23*

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.45%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	77.40%

*Last updated: 1/27/23*

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 2021–22)  
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
5					
7					
9	75.4%	81%	81.6%	80.1%	82%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/27/23

## 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 2022–23)

Birmingham is intent on establishing a true partnership with parents and guardians by building capacity and enhancing two-way communications and authentic community engagement. Ongoing parent engagement facilitates access to school programs and resources and empowers 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](mailto: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.

• Parent Liaison	Margarita Ponce	<a href="mailto:m.ponce@birminghamcharter.com">m.ponce@birminghamcharter.com</a>	818-758-5281
• Administrative Assistant to Director Climaco	Amparo Martinez	<a href="mailto:a.martinez@birminghamcharter.com">a.martinez@birminghamcharter.com</a>	818-758-4467
• English Learners Liaison	Luis Zapata	<a href="mailto:lzapata@birminghamcharter.com">lzapata@birminghamcharter.com</a>	818-758-4457
• Office Technician	Angel Martinez	<a href="mailto:an.martinez@birminghamcharter.com">an.martinez@birminghamcharter.com</a>	818-758-4479

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##### 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](http://www.birminghamcharter.com) - The school maintains a comprehensive *Families* section on our website.
- *School Directory* - In the *Families* section, click on *School Directory* in order to send emails to teachers, administration, paraprofessionals and staff.
- *ParentSquare* is the official communication platform for Birmingham, which provides parents with school news, updates, and alerts. In the *Families* section, click on *Parent Technology* to receive instructions on downloading the ParentSquare app on your phone.
- *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 *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. Please contact your child's current teacher to request access to this feature.
- *Parent eNewsletter* is Birmingham's monthly bilingual news source which 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 have been 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 place 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 asked that parent organizations and monthly meetings 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

In response to survey input, the Parent Center established the first annual School and Family Partnership event with workshops that addresses 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	• Substance Abuse Awareness
• Student & Parent Opportunities to Participate in Birmingham Events	• Communicating with Birmingham Staff

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### **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 informs 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 |
| • Title I Overview | • SSC Orientation             | • ELAC Orientation     |

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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, and 3
- Technology Class Level 1 (including AERIES Portal Training)
- 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.

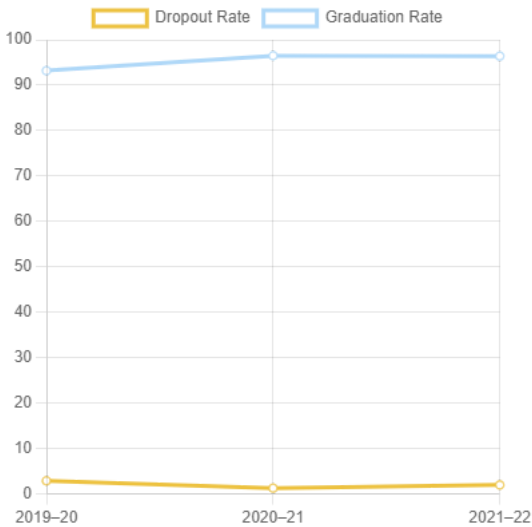
State Priority: Pupil Engagement

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 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	2.90%	1.30%	2.00%	8.9%	8.1%	7.80%	8.9%	9.4%	7.8%
Graduation Rate	93.20%	96.50%	96.40%	82.9%	83.5%	87.4%	84.2%	83.6%	87.0%



Last updated: 1/27/23



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	692	667	96.4
Female	348	339	97.4
Male	344	328	95.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native			
Asian			
Black or African American	43	40	93.0
Filipino	17	17	100.0
Hispanic or Latino	591	572	96.8
Native Hawaiian or Pacific Islander			
Two or More Races	11	11	100.0
White	24	21	87.5
English Learners	64	49	76.6
Foster Youth			
Homeless	44	39	88.6
Socioeconomically Disadvantaged	646	625	96.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	81	71	87.7

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>.  
*Last updated: 1/27/23*

**Chronic Absenteeism by Student Group**  
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3255	3178	871	27.4
Female	1510	1481	438	29.6
Male	1742	1694	432	25.5
American Indian or Alaska Native	2	2	0	0.0
Asian	37	36	8	22.2
Black or African American	157	153	40	26.1
Filipino	71	70	4	5.7
Hispanic or Latino	2790	2730	749	27.4
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	60	57	21	36.8
White	133	125	45	36.0
English Learners	310	302	91	30.1
Foster Youth	17	17	8	47.1
Homeless	171	169	54	32.0
Socioeconomically Disadvantaged	2751	2700	746	27.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	394	385	144	37.4

*Last updated: 1/27/23*

## 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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.22%	0.44%	2.45%
Expulsions	0.09%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

### Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.06%	4.02%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.15%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/27/23

**Suspensions and Expulsions by Student Group**  
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.02	0.15
Female	3.84	0.07
Male	4.19	0.23
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.41	0.00
Asian	0.00	0.00
Black or African American	10.83	0.64
Filipino	0.00	0.00
Hispanic or Latino	3.87	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.01	0.75
English Learners	5.48	0.32
Foster Youth	29.41	0.00
Homeless	4.09	0.00
Socioeconomically Disadvantaged	4.18	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.60	0.25

Last updated: 1/27/23

**School Safety Plan (School Year 2022–23)**

BCCHS' 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 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. The Safety Committee's focus has shifted from just 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 important element of the school's response.

The 2022-2023 updates to the Safety Plan were presented and the approved by School Site Council (SSC) and the school governing board during January 2023 and reflects the challenges of campus-based learning in the 21<sup>st</sup> 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 campus climate where students and staff feel safe
- revisiting the Positive Behavioral Interventions & Support (PBIS) program to ensure its integration in campus culture.

During 2022-2023 school year, Birmingham successfully completed a number of enhancements to school safety practices. They include:

- Overhaul of school procedures for student drop-off/pick-up on campus, adjustment to traffic ingress/egress patterns, and supporting signage
- Implementation of full-scale emergency procedures that involve training emergency teams, conducting mock emergency scenarios, and developing standard operating procedures to account for all students on campus during emergency lockdowns

- Inventory and update of all school emergency storage bins
- Update of all classroom emergency buckets

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:

- On-campus AED (Automated External Defibrillators)
- On-campus *EpiPens*® with various employees trained on their use
- Food and water stored for three (3) day civil emergency
- Evacuation maps, emergency procedure folders, and class flags in all rooms and offices
- Emergency buckets and water in every classroom
- All staff trained on procedures for emergencies including Fire, Earthquake, Lockdown, and Active Shooter drills completed
- 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
- Drug sniffing dogs are used 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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	52	52	68
Mathematics	28.00	46	68	68
Science	31.00	15	32	50
Social Science	30.00	17	23	48

\* 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 2020–21)

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)

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.

*Last updated: 1/27/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	206.20

\* 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: 2/7/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	15.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.00

\* 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: 2/7/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14414.00	\$5433.00	\$8982.00	\$84758.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	2.10%	7.50%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	30.70%	-0.72%

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

*Last updated: 2/7/23*

## Types of Services Funded (Fiscal Year 2021–22)

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 state and federal 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
- After school tutoring for core content courses
- After school tutoring for English Learners – English Learner Liaison
- Project-based Tutoring
- Title I and III coordinators
- 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 Grade-level 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

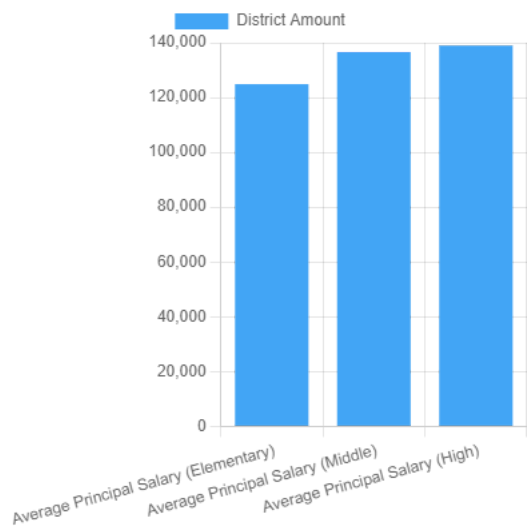
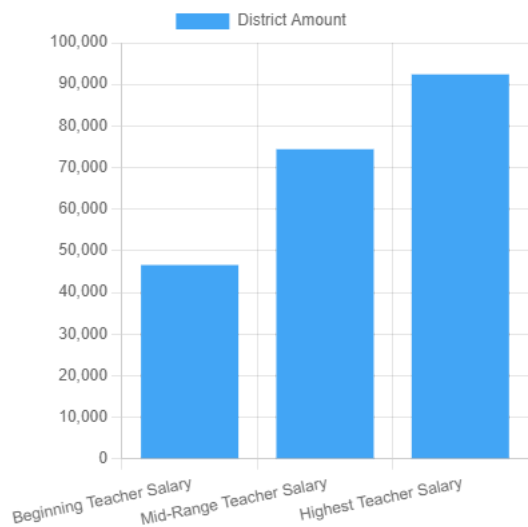
*Last updated: 1/31/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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





Last updated: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	1
English	10
Fine and Performing Arts	0
Foreign Language	9
Mathematics	4
Science	5
Social Science	10
Total AP Courses Offered*	42.00%

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

Last updated: 1/27/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	36

Last updated: 1/25/23

