

Birmingham Community Charter High

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Ari Bennett, Principal

Principal, Birmingham Community Charter High

About Our School



As CEO/Principal of Birmingham Community Charter High School, I am proud to be part of a staff that believes in the unlimited potential of our youth. As an Independent Charter School, all stakeholders know that we have the opportunity and responsibility to leverage our autonomy to tailor our programs and support the unique needs of our students. To this end, Birmingham is a school that promotes the well-rounded development of all students. Our staff works hard to encourage students to get involved. The multitude of opportunities are one of the strengths of our school as students can participate in one of the city's largest student body leadership programs, the largest athletic program in CIF L.A. City Section, or one of the over 55 clubs sponsored by faculty members. Academic, athletic, and social development are all pillars of what it is to be a Birmingham student.

Being well-rounded is our hallmark, but first and foremost, we're an academic institution that provides a vast array of rigorous college and career preparation opportunities. Our graduation rate is annually over 95% (96.1% for the class of 2024), while we continue to increase our advanced placement and concurrent college enrollment offerings. A-G university eligibility rate has continued to rise in parallel with the California College/Career Readiness Indicator. The graduating class of 2024 had an A-G University Eligibility rate of 79.8%, 10 percentage points above LAUSD and over 25 percentage points above the statewide average.

We are determined at Birmingham to ensure that every student feels supported and cared for. Our faculty has received professional development in both the implementation of Social Emotional Learning activities and Trauma Informed Practices. We understand that our students need to feel safe and supported before they can begin to focus on their learning and academic growth. Our Multi-Tiered System of Support (MTSS) and grade level academy MTSS teams have worked hard in partnership with our four psychiatric social workers to implement systems that allow us to be proactive in addressing student needs.

Parent engagement is another critical pillar of our school. We are now in our fifth year of implementation of ParentSquare. This online platform and application provide a powerful tool that allows us to engage in two-way communication with parents so we can address their questions and concerns in real time. Through this application, we've seen parent engagement and feedback increase exponentially as we've been able to track over 1000 unique parent/guardian communications to our staff. We've also consolidated committees to ensure we aren't overtaxing parents in our effort to address their needs. As a result of parent feedback, we now annually coordinate a Parent Symposium to share information with families about the finances of college, college requirements, mental health, technology support for school systems, etc. Parent feedback is fundamental to an authentic partnership and has provided us with actionable feedback about how we can better support our parents and guardians on a daily basis.

Some of our recent accomplishments include:

- 21 percentage point increase over the past 5 years of students matriculating to a 4-year university (56%)
- 2024: 96.1% graduation rate and a 79.8% university eligibility rate.
- Designation as a 2024 California Distinguished School

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

- School of Advanced Studies (SAS) Program offers both dual-credit college courses and 18 Advanced Placement courses.
 - Students enrolled in college courses earn credit for Intersegmental General Education Transfer Curriculum (IGETC).
 - Over 600 students participate in the program annually.
 - We have expanded the program to include over a dozen course offerings such as English, Psychology, and Political Science in partnership with Valley College.
 - Partnership with Ed Equity Lab to offer students with access to elite university courses from Stanford to Yale.
 - Summer @ College program offers the opportunity for students to apply and receive scholarships to attend summer college programs at various elite California public and private universities.
- Freshman Transition Program is provided for all incoming 9th graders which includes Link Crew activities to connect upper grade students with 9th graders.
- Comprehensive Arts and CTE Programs for a balanced instructional program that emphasizes creativity and career preparation in addition to college readiness.
- 250:1 Student to counselor ratio not including 4 psychiatric social workers, 2 college counselors, and 1 career counselor.
- Our *Athletics* Program, the largest in the city of Los Angeles, boasts outstanding facilities including a swimming pool, a 10,000-seat football stadium, an Olympic Mondo track, a lighted baseball field, two dedicated softball fields, and two Olympic-sized soccer fields.

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

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

Sincerely,

Ari Bennett, Birmingham Class of 1989

CEO/Principal

818-758-5200

a.bennett@birminghamcharter.com

Contact

Birmingham Community Charter High

17000 Haynes St.

Lake Balboa, CA 91406-5420

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

Email: a.bennett@birminghamcharter.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Birmingham Community Charter High
Street	17000 Haynes St.
City, State, Zip	Lake Balboa, CA , 91406-5420
Phone Number	(818) 758-5200
Principal	Ari Bennett, Principal
Email Address	a.bennett@birminghamcharter.com
Website	http://birminghamcharter.com
Grade Span	9-12
County-District-School (CDS) Code	19647331931047

School Description and Mission Statement (School Year 2024–25)

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.*

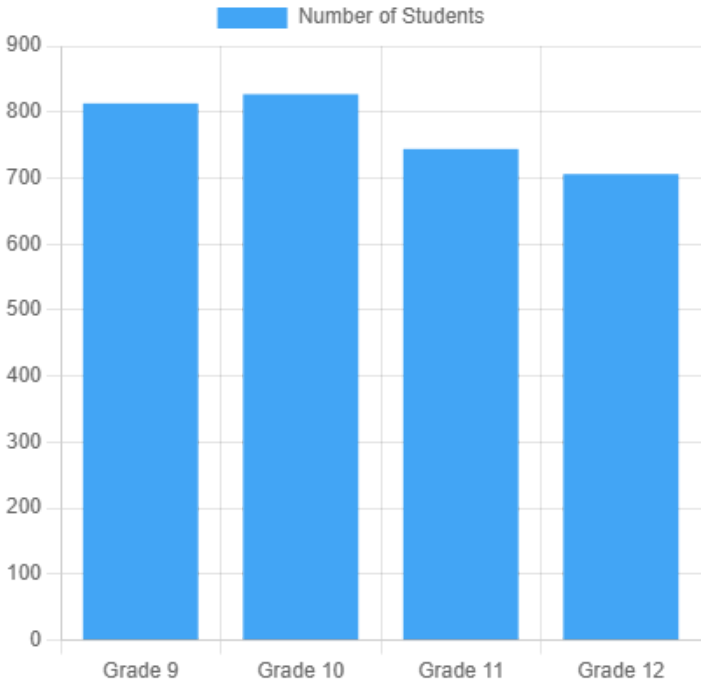
24-25 BCCHS Values:

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 2025-2026 Lottery Application window ended Friday, January 24, 2025. Beginning Monday, January 27, 2025, families may complete the 2025 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 – 11:00 am and 1:00 pm - 3:00 pm.*

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	813
Grade 10	827
Grade 11	744
Grade 12	706
Total Enrollment	3090



Student Enrollment by Student Group (School Year 2023–24)

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

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.30%
Non-Binary	0.10%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	4.60%
Filipino	2.30%
Hispanic or Latino	86.20%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	1.90%
White	3.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.80%
Foster Youth	0.10%
Homeless	4.50%
Migrant	0.00%
Socioeconomically Disadvantaged	91.70%
Students with Disabilities	11.00%

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/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%

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.

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%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	128.40	91.23%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	1.78%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	1.90%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	7.10	5.07%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	140.70	100.00%	27077.80	100.00%	277698.00	100.00%

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.

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

The majority of Misassignments in both school year 2020-21 and 2021-22 are attributable to certificated teachers also serving as athletic coaches. The school is working diligently to ensure that the Misassignments do not occur in the future.

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	4.20	5.40	2.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.20	5.40	2.5

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	0.80	2.6
Total Out-of-Field Teachers	1.00	0.80	2.6

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.40%	3.1%	0.9%
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%	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>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

During the 2024-25 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. Those textbooks that are listed in bold and italics format were adopted for the current 2024-2025 school year.

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

List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption

Course	Textbook Title	Publisher	Published Year
ENGLISH			
English 9	Foundations of Language and Literature: Pre-AP®/Honors	Bedford/St. Martin's	2018
English 10	Advanced Language & Literature: For Honors and Pre-AP® English Courses	Bedford/St. Martin's	2016
English 11: American Literature	Conversations in American Literature: Language, Rhetoric, Culture	Bedford/St. Martin's	2014
AP Language Composition	The Language of Composition: Essential Voices, Essential Skills for the AP® Course	Bedford/St. Martin's	2023
English 12: Expository Reading and Writing	Various Novels	N/A	N/A
	AP Literature Reader	Various Publishers	N/A
AP English Literature	Perrine's Literature: Structure, Sound, and Sense	Cengage Learning	2014
AP English Literature and Comp	<i>Princeton Review AP English Literature & Composition Prep, 24th Edition: 5 Practice Tests + Complete Content Review + Strategies & Techniques (2024) (eBook)</i>	<i>Princeton Review</i>	2023
English 101 (College)	<i>They Say, I Say: With Readings</i>		
Course	Textbook Title	Publisher	Published Year
ENGLISH LANGUAGE DEVELOPMENT			
ELL 1	<i>GetReady, Language, Literacy, Content, Grades 9-12</i>	<i>Vista Higher Learning</i>	2021
ELL 2	<i>Lift Intro</i>	<i>Cengage Learning</i>	2022
ELL 3/4	<i>Lift 1</i>	<i>Cengage Learning</i>	2022
ELD 9/Eng 9	<i>Foundations of Language and Literature</i>	Bedford/St. Martin's	2018
ELD 10/Eng 10	<i>Advanced Language and Literature</i>	Bedford/St. Martin's	2016
ELD 11/ American Literature	<i>Conversations in American Literature</i>	Bedford/St. Martin's	2014
ELD 12	<i>Lift 1</i>	<i>Cengage Learning</i>	

Course	Textbook Title	Publisher	Published Year
MATH			
Pre-Algebra	No textbook assigned. Various resources are utilized.	N/A	N/A
Algebra 1	<i>Illustrative Mathematics: Student Workbook Units 1-2 (Algebra 1)</i>	<i>Illustrative Mathematics</i>	
	<i>Illustrative Mathematics: Student Workbook Units 3-5 (Algebra 1)</i>	<i>Illustrative Mathematics</i>	
	<i>Illustrative Mathematics: Student Workbook Units 6-7 (Algebra 1)</i>	<i>Illustrative Mathematics</i>	
Geometry	<i>Illustrative Mathematics: Student Workbook Units 1-2 (Geometry)</i>	<i>Illustrative Mathematics</i>	
	<i>Illustrative Mathematics: Student Workbook Units 3-5 (Geometry)</i>	<i>Illustrative Mathematics</i>	
	<i>Illustrative Mathematics: Student Workbook Units 6-8 (Geometry)</i>	<i>Illustrative Mathematics</i>	
Algebra 2	No textbook assigned. Various resources are utilized.	N/A	N/A
Discrete Math	For All Practical Purposes (High School) Mathematical Literacy in Today's World	W.H Freeman	2009
Trigonometry/Math Analysis	Precalculus Enhanced with Graphing Utilities	Pearson	2017
Statistics	No textbook assigned. Various resources are utilized.	N/A	N/A
AP Statistics	The Practice of Statistics: For the AP Exam, 5th Edition	W. H. Freeman	2019
	<i>MyLab Statistics with Pearson Modeling the World: 6th edition (eBook)</i>	<i>Pearson</i>	2022
	<i>Princeton Review AP Statistics Prep, 20th Edition: 5 Practice Tests + Complete Content Review + Strategies & Techniques (2024) (eBook)</i>	<i>Princeton Review</i>	2023
AP Calculus	<i>Calculus: Graphical, Numerical, Algebraic AP Edition 6th Edition © 2020</i>	<i>SAVVAS Learning Company</i>	2020

Subject

List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption

Course	Textbook Title	Publisher	Published Year
SCIENCE			
Biology	CA HMH Science Dimensions: HS The Living Earth - Online eText	HMH Education Company	N/A
Biology EL	CA HMH Science Dimensions De Las Ciencias: La vida en la Tierra - Online eText	HMH Education Company	N/A
Marine Biology	Marine Science: The Dynamic Ocean	SAVVAS Learning Company	2012
Chemistry	CA HMH Science Dimensions: Chemistry in the Earth System - Online eText	HMH Education Company	N/A
Earth Science	Prentice Hall Earth Science by Tarbuck and Letgens	Prentice Hall	2009
Earth Science SDC	<i>Science Dimensions Earth and Space</i>	Houghton Mifflin Harcourt	2018
Physics	CA HMH Science Dimensions: Physics in the Universe - Online eText	HMH Education Company	N/A
Physiology	Essentials of Human Anatomy & Physiology	Pearson	2025
AP Environmental Science	No textbook assigned. Various resources are utilized.	N/A	N/A
AP Biology	No textbook assigned. Various resources are utilized.	N/A	N/A
AP Chemistry	No textbook assigned. Various resources are utilized.	N/A	N/A
AP Physics	No textbook assigned. Various resources are utilized.	N/A	N/A
AP Biology	AP Biology Premium, 2025	Barrons Educational Services	2024
Course	Textbook Title	Publisher	Published Year
SCIENCE ELECTIVES			
Medical Terminology	Medical Terminology: A Living Language	Prentice Hall Health	2009

Social

Course	Textbook Title	Publisher	Published Year
SOCIAL STUDIES			
World History	World History Interactive: The Modern Era	SAVVAS Learning Company	2022
AP European History	A History of Western Society Since 1300 for the AP® Course: Twelfth Edition	Bedford/St. Martin's	2016
Unites States History	United States History The Twentieth Century Student Edition	Pearson	2019
	The Americans	Houghton Mifflin Harcourt	2010
African American United States History	The African-American Odyssey, AP High School ed., 7th edition	Pearson	2025
	Creating Black Americans: African-American History and Its Meanings, 1619 to the Present	Oxford University Press	2006
	Freedom on My Mind, Combined Volume: A History of African Americans, with Documents	Bedford/St. Martin's	2012
	<i>Give Me Liberty!</i>	W. W. Norton & Company	2022
Chicano United States History	Our America: A Hispanic History of the United States	W. W. Norton & Company	2014
AP United States History	Advanced Placement United States History, 4th Edition	Perfection Learning	2020
	America's History, For the AP® Course	Bedford/St. Martin's	2014
	<i>Kennedy/Cohen's The American Pageant 17th edition (eBook)</i>	Cengage Learning	2018
AP Psychology	Psychology: Themes and Variations, AP Edition	Cengage Learning	2017
	<i>Updated Myers' Psychology for the AP® Course (Ebook)</i>	Worth Publishers	2024
Economics	California Economics Principles in Action	Pearson	2019
American Government	Magruder's American Government - California	Pearson	2018
AP Government	American Politics and Government Today: AP® Edition	W. W. Norton & Company	2022
Course	Textbook Title	Publisher	Published Year
SOCIAL STUDIES ELECTIVES			
Intro to Psychology	Introduction to Psychology: Gateways to Mind and Behavior (with Gateways to Psychology: Visual Guides and Technology Tools and InfoTrac)	Wadsworth Publishing	2003
	Psychology: Themes and Variations, 9th edition	Cengage Learning, Inc	2012
Intro to Sociology	No physical textbook	N/A	N/A
Political Science 1 (College elective)	<i>We the People: 14th Edition (Ebook)</i>	W. W. Norton & Company	2022
	<i>Governing California in the Twenty-First Century: 9th Edition (Ebook)</i>	W. W. Norton & Company	2022
	<i>The American Women's Movement, 1945-2000: A Brief History with Documents (The Bedford Series in History and Culture) First Edition (Ebook)</i>	Bedford/St. Martin's	2008
Psychology 041 (Pierce College)	No physical textbook	N/A	N/A

Subject

List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption

Language

Course	Textbook Title	Publisher	Published Year
WORLD LANGUAGE			
French 1	D'accord!	Vista Higher Learning	2024
French 2	D'accord!	Vista Higher Learning	2024
French 3	D'accord!; T'es Branché Level 3	Vista Higher Learning; EMC Publishing	2024
AP French	T'es Branché Level 4	EMC Publishing	2014
Sign Language	Signing Naturally: Student Workbook Units 1-6	Dawn Sign Pr	2008
Spanish 1	Descubre	Vista Higher Learning	2022
Spanish 2	Descubre	Vista Higher Learning	2022
Spanish 3	Descubre	Vista Higher Learning	2022
Spanish Speakers 1	Galeria 1: de lengua y cultura	Vista Higher Learning	2020
AP Spanish Language	<i>Temas 3e Student Edition</i>	Vista Higher Learning	2024
	<i>Princeton Review AP Spanish Language & Culture Prep, 11th Edition: 3 Practice Tests + Content Review + Strategies & Techniques (2024) (eBook)</i>	Princeton Review	2023
	<i>Abriendo Paso: Gramatica (2014) (eBook)</i>	SAVVAS Learning Company	2014
	<i>Abriendo Paso: Temas y Lectura (2014) (eBook)</i>	SAVVAS Learning Company	2014
AP Spanish Literature	<i>Azulejo Anthology & Guide to the AP Spanish Literature Course, 2nd (Spanish Edition)</i>	Wayside Pub	2012

As of the 2023-2024 school year, the Health curriculum has been absorbed into the school's Biology course, which is double-blocked. Materials are drawn from a number of sources including the adopted Biology textbook.

nd
ing Arts

Course	Textbook Title	Publisher	Published Year
FINE ARTS			
Ceramics	N/A	N/A	N/A
Photography	Focus on Photography	Davis Publications, Inc.	2007
	Photography, 12th Edition	Pearson Education, Inc.	2017
AP Art History	Gardner's Art Through the Ages: A Global History, Vol 1 15th Edition	Cengage Learning	2015
	Gardner's Art Through the Ages: A Global History, Vol. 2 15th Edition	Cengage Learning	2015
<i>Cinema 107 (College)</i>	<i>Understanding Movies (13th Edition)</i>	Pearson	2013

Lab

N/A

Grades 9-

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

School Facility Conditions and Planned Improvements

Description of Campus Facility and Update on Major Projects

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 72-year-old facility that has multiple classrooms, assembly areas, and office buildings. The campus is spread across 80 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 extensive sports facilities with two gymnasiums and soccer, lacrosse, baseball, and softball fields. Our football stadium has an Olympic-qualified competition track which was recently upgraded to the Mondotrack surface. The school also has an Olympic-size pool for swimming, diving, and water polo instruction and interscholastic competitions.

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. As of Spring Semester 2025, five of the seven new classroom bungalows on the West side of the campus are in use. The final two bungalows are expected to be ready for use in 2025. In addition, two new bathroom bungalows have been installed and are now in use: one on the West side of the campus and the other between the baseball and softballs fields.

After extensive planning, the school began its major roof replacement project utilizing approximately \$6 million in bond funds made available to our school. Although it is expected to be a multi-year endeavor, the project is already 85% completed as of January 2025. Birmingham has been working with a LAUSD design team on a scope of work for campus-wide HVAC replacement. The design team is expected to submit a proposal to the LAUSD school board by the end of the year.

Prioritization of repairs and maintenance is completed at an approximate \$1 million per year. During this year, maintenance activities include improvements to the staff dining room to enhance capacity and school community.

Summary of Facility Maintenance and Annual Inspection

As part of Birmingham's dedication to providing a clean, safe, and functional learning environment, a **Facility Inspection Tool (FIT) evaluation was conducted in January 2025**, to assess the campus' condition and identify opportunities for improvement.

Interior and Structural Highlights

- Many interior areas are in good condition, with attention needed for a few ceiling tiles, cracked tiles, and areas of peeling paint to maintain aesthetic appeal and safety.
- Structural evaluations indicated that a proactive approach to support beams and roof maintenance will ensure ongoing compliance with safety standards.

Cleanliness and Maintenance

- Regular cleaning practices are evident in most areas, though a few spaces require more detailed attention to address dust, cobwebs, and debris in corners and on high surfaces like locker tops and vents.
- Furniture such as desks and cabinets benefits from occasional extra care to uphold a conducive learning environment.

Safety Equipment and Accessibility

- Fire extinguishers are generally in place, but a few units require adjustments to ensure proper mounting and accessibility.
- Minor electrical issues, such as the proper use of extension cords and securing exposed wiring, are being addressed to maintain safety.

Facility Systems and Grounds

- Restrooms and sinks are functional and meet most standards, with minor plumbing repairs and supply management improvements underway.
- Outdoor areas, including fields and common spaces, are in good condition overall, with some signs of wear, such as cracked pavement and minor drainage concerns.

Specific Observations

- Graffiti and minor pest concerns have been identified and are being managed to preserve the campus' appearance and hygiene.
- Storage areas are being reorganized to improve accessibility and ensure compliance with safety standards.

Next Steps

The maintenance team is prioritizing the following actions:

- Replacing or repairing ceiling tiles and other minor surface issues.
- Enhancing cleaning schedules for less frequently addressed areas to ensure consistent standards.
- Reorganizing storage spaces to improve safety and accessibility.
- Conducting a thorough review of fire safety equipment and addressing mounting concerns.

Commitment to Excellence

Birmingham Community Charter High School remains steadfast in its mission to provide an exceptional educational environment. Regular inspections like this one help uphold the school's reputation as a premier educational facility in the San Fernando Valley. By addressing maintenance needs promptly and proactively, the school demonstrates its ongoing commitment to the well-being and success of students, staff, and the broader community.

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 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Fair
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	69%	70%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	22%	32%	29%	32%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	696	693	99.57%	0.43%	70.13%
Female	321	320	99.69%	0.31%	79.69%
Male	374	372	99.47%	0.53%	61.83%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	11	100.00%	0.00%	81.82%
Black or African American	30	30	100.00%	0.00%	76.67%
Filipino	20	20	100.00%	0.00%	90.00%
Hispanic or Latino	594	592	99.66%	0.34%	68.07%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	30	96.77%	3.23%	83.33%
English Learners	49	49	100.00%	0.00%	4.08%
Foster Youth	0	0	0%	0%	0%
Homeless	25	25	100.00%	0.00%	60.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	635	633	99.69%	0.31%	69.04%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	72	71	98.61%	1.39%	26.76%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	696	693	99.57%	0.43%	31.60%
Female	321	320	99.69%	0.31%	30.94%
Male	374	372	99.47%	0.53%	31.99%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	11	100.00%	0.00%	81.82%
Black or African American	30	30	100.00%	0.00%	20.00%
Filipino	20	20	100.00%	0.00%	50.00%
Hispanic or Latino	594	592	99.66%	0.34%	29.22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	30	96.77%	3.23%	50.00%
English Learners	49	49	100.00%	0.00%	6.12%
Foster Youth	0	0	0%	0%	0%
Homeless	25	25	100.00%	0.00%	28.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	635	633	99.69%	0.31%	30.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	72	71	98.61%	1.39%	8.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	26.90%	26.25%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1404	1398	99.57%	0.43%	26.54%
Female	654	652	99.69%	0.31%	24.23%
Male	748	744	99.47%	0.53%	28.49%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	18	94.74%	5.26%	55.56%
Black or African American	64	63	98.44%	1.56%	20.63%
Filipino	41	41	100.00%	0.00%	41.46%
Hispanic or Latino	1181	1179	99.83%	0.17%	25.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00%	0.00%	36.67%
White	66	64	96.97%	3.03%	37.50%
English Learners	66	66	100.00%	0.00%	1.52%
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00%	0.00%	13.95%
Military	36	36	100.00%	0.00%	36.11%
Socioeconomically Disadvantaged	1271	1266	99.61%	0.39%	25.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	145	142	97.93%	2.07%	9.86%

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

For more information about Birmingham's CTE Pathways, please contact:?

- Angela Zook, Career Counselor, at 818-758-4401 and a.zook@birminghamcharter.com

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. During the school year, freshmen 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 multiple articulation agreements 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.

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 Subject Credential. Most recently, we were awarded the Golden State Pathways Program Grant in the amount of \$134,000 for the planning grant and \$362,000 for the Implementation Grant. Additionally, we have continued to receive

CTEIG funding every year it has been provided. The most recent award was for \$304,000 for CTEIG funding for the 2024-2025 school year and Perkins V federal funding for \$115,000.

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, Visual & Media Arts		* Design *Digital Media *Photography	*Digital Graphic Design
Filmmaking Production & Managerial Arts		*Filmmaking 1	*Filmmaking 2 *Honors Film Appreciation Advanced Theater & Stage Technology
Technical Theater 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 *Honors Investment and Real Estate
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 and Career Days with guest speakers.

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.

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 continue to look for opportunities to gain hands-on learning and workplace experiences through internships and apprenticeships. Currently, students participate in mock interviews through our partnership with Unite-LA which makes them eligible for paid internships with important professional partner companies in close proximity to our school. Participating students commit to a minimum number of hours of service each week under the supervision of a professional mentor.

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

Angela Zook, CTE Coordinator and Career Counselor, at 818-758-4401 and a.zook@birminghamcharter.com.

Career Technical Education (CTE) Participation (School Year 2023–24)

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	1666
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.1%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	96.1%

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	79.47%

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 2023–24)

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	88.7%	87.7%	88.7%	87.4%	89.4%

Note: The administration of the PFT requires only participation results 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.

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 2024–25)

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; **818-758-5297**) leads our parent engagement efforts. His office is located in the Parent Center, which is staffed by a bilingual team.

- Parent Liaison Margarita Ponce m.ponce@birminghamcharter.com 818-758-5281
- Community Schools Coordinator Cecilia Macias c.macias@birminghamcharter.com 818 758-4411
- Administrative Assistant Erika Figueroa e.figueroa@birminghamcharter.com 818-758-6547
- Program Office Assistant Hernan Huezo h.huezo@birminghamcharter.com 818-758-4479
- Program Office Assistant Rosa Ramirez r.ramirez@birminghamcharter.com 818-758-5282

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 scheduled monthly on Tuesdays both during the school morning and during PTSA meetings. These meetings are presented in both English and Spanish.

Channels of Communications

Birmingham offers multiple channels of communication for parents and families:

- **Website:** Visit www.birminghamcharter.com and navigate to the **Families** section via the **Portals** in the upper right corner.
- **School Directory:** Located in the **Families** section, this directory allows families to email teachers, administration, paraprofessionals, and staff.
- **Parent Communications:** Also in the **Families** section, this page provides instructions on accessing:
 - **ParentSquare:** Birmingham’s official communication platform for school news, updates, and alerts.
 - **AERIES Parent Portal:** A secure platform for real-time access to student attendance, grades, schedules, transcripts, graduation status, and class progress. Registration instructions for the app are available on the page.
 - **Google Classroom:** Parents can receive weekly updates on their children’s class progress. To enable this feature, contact at least one of the child’s current teachers.
- **Parent eNewsletter:** A bilingual monthly publication featuring upcoming events, meetings, testing dates, and seasonal activities.

Parent Orientation and Symposium

The Parent Center continues offering the annual School and Family Partnership Symposium with workshops that addressed family needs. In 2024-2025, the symposium was offered in conjunction with Parent Orientation at the beginning of the school. All parents were invited and there was an emphasis on preparing parents for the needs of their incoming 9th grade students. The symposium offers additional services and activities during the event in coordination with community partners. The workshops offered include:

- Motivating Our Students
- Depression and Anxiety
- Support Our Students with IEPs
- Substance Misuse Prevention
- Pathways to a Career
- Introduction to Financial Aid
- Being Successful at Birmingham

This event will continue to be offered at the beginning of the school year in conjunction with Parent Orientation.

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 valuable 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)
- Parents of Black Students Union (PBSU)

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
- Spanish Classes – Beginning Level
- Technology Class Levels 1 (including AERIES Portal Training) and 2
- 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):

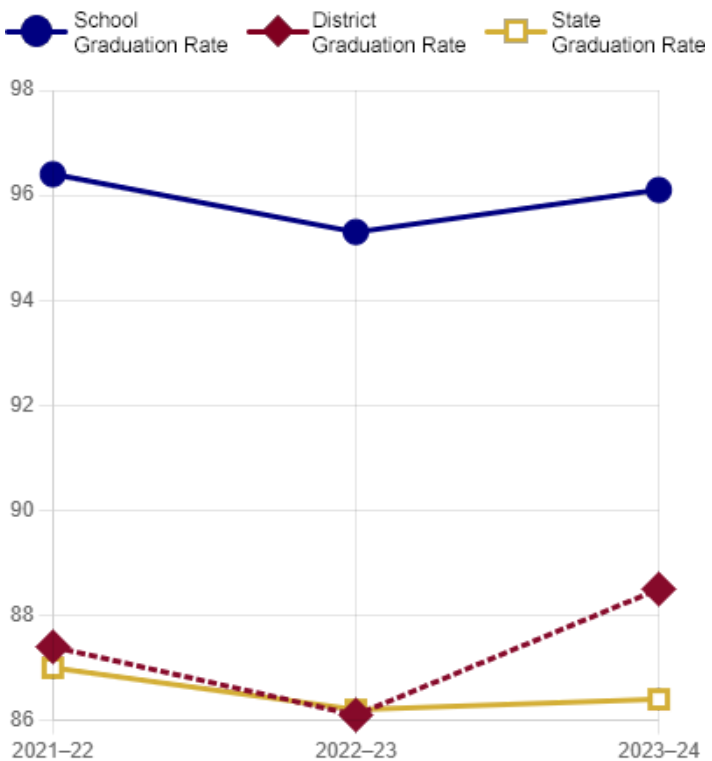
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

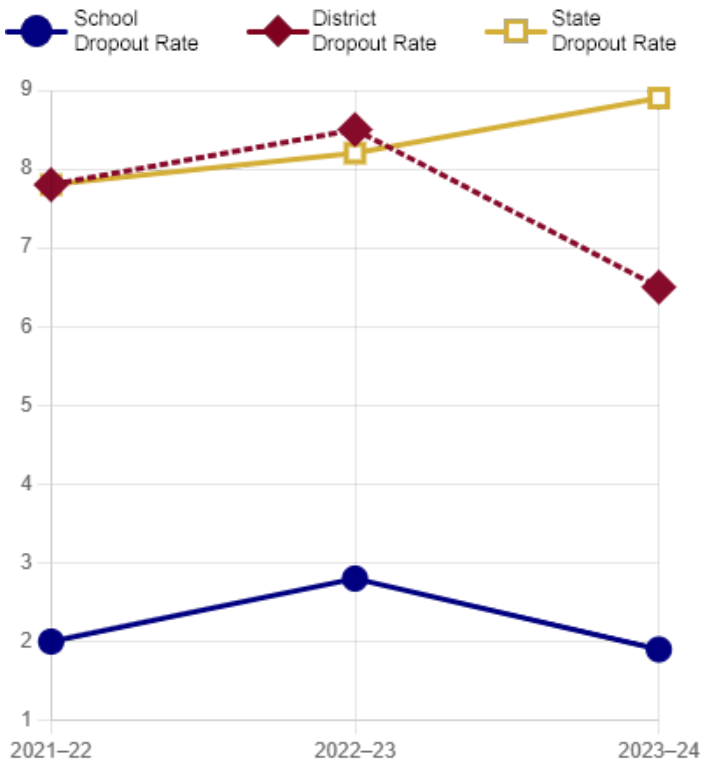
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	96.4%	95.3%	96.1%	87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate	2%	2.8%	1.9%	7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	695	668	96.1%
Female	330	324	98.2%
Male	364	343	94.2%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	33	32	97.0%
Filipino	21	21	100.0%
Hispanic or Latino	576	556	96.5%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	19	95.0%
White	35	30	85.7%
English Learners	52	42	80.8%
Foster Youth	--	--	--
Homeless	43	39	90.7%
Socioeconomically Disadvantaged	651	628	96.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	82	67	81.7%

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>.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3270	3193	663	20.8%
Female	1582	1551	366	23.6%
Male	1684	1638	294	17.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	31	2	6.5%
Black or African American	154	146	27	18.5%
Filipino	76	76	8	10.5%
Hispanic or Latino	2793	2735	568	20.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	63	62	19	30.6%
White	148	139	38	27.3%
English Learners	336	318	80	25.2%
Foster Youth	--	--	--	--
Homeless	198	189	58	30.7%
Socioeconomically Disadvantaged	3003	2936	631	21.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	377	350	94	26.9%

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.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	4.02%	2.72%	3.00%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.15%	0.03%	0.03%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3%	0.03%
Female	2.15%	0%
Male	3.8%	0.06%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	4.55%	0%
Filipino	1.32%	0%
Hispanic or Latino	3.08%	0.04%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	1.59%	0%
White	2.03%	0%
English Learners	4.46%	0.3%
Foster Youth	0%	0%
Homeless	3.54%	0%
Socioeconomically Disadvantaged	3.23%	0.03%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.65%	0%

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.

24-25 SARC – School Safety Plan

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 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. Additionally, the School Safety Committee continues to focus on evaluating school and community crime data.

Annual updates to the Safety Plan are presented to the School Site Council (SSC) and the school governing board before March. The Safety Plan and its details are also 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 violence
- Maintaining a secure climate on campus where students and staff feel safe.

During 2024-2025 school year, Birmingham continues to use communication applications that enhance communication and effectiveness during any potential emergencies including:

- **StopIt Solutions Anonymous Reporting System** for students and families to report the signs of at-risk behaviors to administration. Administration is then able to assess, manage, and resolve incidents.
- **Emergency Guidebooks** in all classrooms to facilitate quick access to information on protocol, contact information, and response to various emergencies.
- **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*® for allergy emergencies
- Food and water stored for civil emergencies
- 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 2021–22)

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

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	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)

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

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	23.00	78	55	41
Mathematics	26.00	45	79	56
Science	25.00	39	42	47
Social Science	26.00	29	34	37

* 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	238

* 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.

Student Support Services Staff (School Year 2023–24)

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)	18.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	4.00
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

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	\$18029.00	\$5569.00	\$12460.00	\$81424.00
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	-4.62%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	14.54%	-15.00%

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

Types of Services Funded (Fiscal Year 2023–24)

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 EL coordinators

Teacher and Administrative Salaries (Fiscal Year 2022-23)

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

Birmingham Teacher and Administrator Salary information for fiscal year 2022-2023 follows:

Beginning Teacher Salary \$63,036

Mid-Range Teacher Salary \$83,705

Highest Teacher Salary \$116,429

Superintendent/ CEO-Principal Salary \$210,000

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	0.25%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 26.3 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	13
Fine and Performing Arts	2
Foreign Language	9
Mathematics	4
Science	8
Social Science	10
Total AP Courses Offered*	50

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

Professional Development

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

- 2022-2023: 34 1-hr sessions; 2 pupil-free days
- 2023-2024: 34 1-hr sessions; 2.5 pupil-free days
- 2024-2025: 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.

After members of the school leadership (combined administrative and teacher leads) discuss classroom observations, the professional development needs are identified that will improve social-emotional and instructional delivery systems for increased student achievement. Professional development during Grade Level Academies (GLAs) focuses on the development of the school community and belongingness, restorative justice practices, and identification of student social-emotion needs. During schoolwide and department meetings, PD focuses on the academic success of all students.

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.

Instructional Strategies: Although student social-emotional needs continue to be an ongoing component of the learning process, Birmingham has returned to a focus on ensuring academic rigor for all students utilizing a Depth of Knowledge (DOK) paradigm combined with the study and delivery of specific instructional strategies chosen by each respective department. This year's departmental PD meetings are dedicated to the ongoing evaluation of implementation and effectiveness of these instructional strategies. A DOK model provides 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	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2.5	2.5