

Birmingham Community Charter High
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 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

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 75 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% (96.5% for the class of 2025), 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 2025 had an A-G University Eligibility rate of 95.1%, over 20 percentage points above LAUSD, and over 40 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. Parent Square is our primary communication platform with our parents. This online application provides 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 1,000 unique parent/guardian communications to our staff annually. We also now use "Possip Pulse Checks," so parents have an opportunity to provide feedback on what's going well and what isn't every two weeks if they choose. Parent feedback is fundamental to an authentic partnership, so the information received is acted upon, so we can better support our students, parents, and guardians.

Some of our recent accomplishments include:

- 21 percentage point increase over the past 5 years of students matriculating to a 4-year university (56%)
- 2025: 96.5% graduation rate and a 95.1% university eligibility rate.
- Designation as a 2024 California Distinguished School
- 2024-2025 UCLA Early Access Opportunity Program Partnership

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

- The School of Advanced Studies (SAS) Program offers both dual-credit college courses and 22 Advanced Placement courses.
 - Students enrolled in college courses earn credit for Intersegmental General Education Transfer Curriculum (IGETC).
 - Over 700 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 offers students 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 of continuously growing as educators, strengthening our community, and increasing 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@bcchs.net

About Our School



Birmingham Community Charter High School

17000 Haynes Street

Lake Balboa, CA 91406-5420

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 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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 2025–26)

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 3,200 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.

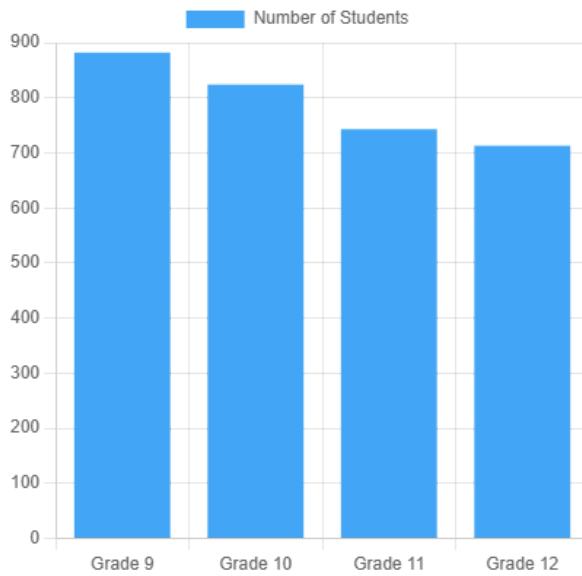
25-26 BCCHS Values:

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 2026-2027 Lottery Application window ended Friday, January 23, 2026. The Lottery will be held virtually for the public on Monday, February 2, 2026. Beginning Monday, February 2, 2026, families may complete the 2026 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 2024–25)

Grade Level	Number of Students
Grade 9	882
Grade 10	824
Grade 11	743
Grade 12	713
Total Enrollment	3162



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.00%
Non-Binary	0.10%
American Indian or Alaska Native	0.00%
Asian	1.10%
Black or African American	3.90%
Filipino	2.40%
Hispanic or Latino	86.20%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	1.60%
White	4.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.10%
Foster Youth	0.10%
Homeless	6.50%
Migrant	0.00%
Socioeconomically Disadvantaged	91.00%
Students with Disabilities	10.20%

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 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	122.00	86.61%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.30	2.38%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	4.30%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	1.32%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	7.50	5.37%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	140.80	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	5.40	2.5	6.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	5.40	2.5	6.00

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

Indicator	2021-22 Number	2022-23 Number	2023-24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.30
Local Assignment Options	0.80	2.6	1.40
Total Out-of-Field Teachers	0.80	2.6	1.80

Class Assignments

Indicator	2021- 22 Percent	2022- 23 Percent	2023- 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1%	0.9%	5.40%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6%	1.6%	0.70%

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 2025–26)

During the 2025-2026 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.

Year and month in which the data were collected: December 2025

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	Bedford/St. Martin's	2018	97814576
English 10	Advanced Language & Literature	Bedford/St. Martin's	2016	97814576
English 11: American Literature	Conversations in American Literature: Language, Rhetoric, Culture	Bedford/St. Martin's	2014	97814576
AP Language Composition	The Language of Composition, 4th edition	Bedford, Freeman and Worth	2023	97813194
English 12: Expository Reading and Writing	Various Novels	N/A	N/A	
AP English Literature and Comp	New textbook title pending; Various Novels	N/A	N/A	
AP English Literature and Comp	Princeton Review AP English Literature & Composition Prep, 24th Edition: 5 Practice Tests + Complete Content Review + Strategies & Techniques (2024) (eBook)	Princeton Review	2023	97805935
English 101 (College)	They Say, I Say: With Readings			97803935
Course	Textbook Title	Publisher	Published Year	
ENGLISH LANGUAGE DEVELOPMENT				
ELL 1	GetReady, Language, Literacy, Content ,Grades 9-12	Vista Higher Learning	2021	97815433
ELL 2	Lift Intro	Cengage Learning	2022	97982141
ELL 3/4	Lift 1	Cengage Learning	2022	97803575
ELD 9/Eng 9	Foundations of Language and Literature	Bedford/St. Martin's	2018	97814576
ELD 10/Eng 10	Advanced Language and Literature	Bedford/St. Martin's	2016	97814576
ELD 11/ American Literature	Conversations in American Literature	Bedford/St. Martin's	2014	97814576
ELD 12	Lift 1	Cengage Learning		97803575
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>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 3-4 (Algebra 1)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 5-6 (Algebra 1)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 7-8 (Algebra 1)</i>	<i>Illustrative Mathematics</i>	2025	97983691
Algebra 2	<i>Illustrative Mathematics: Student Workbook Units 1-2 (Algebra 2)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 3-4 (Algebra 2)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 5-6 (Algebra 2)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 7-8 (Algebra 2)</i>	<i>Illustrative Mathematics</i>	2025	97983691
Geometry	<i>Illustrative Mathematics: Student Workbook Units 1-2 (Geometry)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 3-4 (Geometry)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 5-6 (Geometry)</i>	<i>Illustrative Mathematics</i>	2025	97983691
	<i>Illustrative Mathematics: Student Workbook Units 7-8 (Geometry)</i>	<i>Illustrative Mathematics</i>	2025	97983691
Discrete Math	For All Practical Purposes (High School) Mathematical Literacy in Today's World	W.H Freeman	2009	97814292
Trigonometry/Math Analysis	Precalculus Enhanced with Graphing Utilities	Pearson	2017	97801343
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	97813192
	MyLab Statistics with Pearson Modeling the World: 6th edition (eBook)	Pearson	2022	97801376
	Princeton Review AP Statistics Prep, 20th Edition: 5 Practice Tests + Complete Content Review + Strategies & Techniques (2024) (eBook)	Princeton Review	2023	97805935
AP Calculus	Calculus: Graphical, Numerical, Algebraic AP Edition 6th Edition © 2020	SAVVAS Learning Company	2020	97814183

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

Course	Textbook Title	Publisher	Published Year	ISBN
SCIENCE				
Biology	CA HMH Science Dimensions: HS The Living Earth - Online eText	HMH Education Company		97803586
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	97813285
Earth Science	Prentice Hall Earth Science by Tarbuck and Letgens	Prentice Hall	2009	97801336
Earth Science SDC	Science Dimensions Earth and Space	Houghton Mifflin Harcourt	2018	97803585
Physics	CA HMH Science Dimensions: Physics in the Universe - Online eText	HMH Education Company	N/A	97813285
Physiology	Essentials of Human Anatomy & Physiology	Pearson	2025	97801345
AP Environmental Science	<i>AP Environmental Science Premium, 2025: Prep Book with 5 Practice Tests + Comprehensive Review + Online Practice (Barron's AP Prep)</i>	<i>Barrons Educational Services</i>	2024	97815062
	<i>Various resources are utilized.</i>	-	-	
AP Biology	<i>AP Biology Premium, 2026: Prep Book with 6 Practice Tests + Comprehensive Review + Online Practice (Barron's AP Prep)</i>	<i>Barrons Educational Services</i>	2025	97815062
	<i>Various resources are utilized.</i>	-	-	
AP Chemistry	<i>20CA CHEM IN ER SYS SE OL 1D</i>	<i>N/A</i>	<i>N/A</i>	<i>97813285</i>
	<i>Various resources are utilized.</i>	-	-	
AP Physics	<i>20CA PHYS IN UNIVSE SE OL 1D</i>	<i>N/A</i>	<i>N/A</i>	<i>97813285</i>
	<i>Various resources are utilized.</i>			
AP Biology	AP Biology Premium, 2025	Barrons Educational Services	2024	97815062

Course	Textbook Title	Publisher	Published Year	ISBN
SCIENCE ELECTIVES				
Medical Terminology	Medical Terminology: A Living Language	Prentice Hall Health	2009	97801313

Course	Textbook Title	Publisher	Published Year	ISBN
SOCIAL STUDIES				
World History	World History Interactive: The Modern Era	SAVVAS Learning Company	2022	9781418332921
AP European History	A History of Western Society Since 1300 for the AP® Course: Twelfth Edition	Bedford/St. Martin's	2016	9781319035983
United States History	United States History: The 20th Century	SAVVAS Learning Company	2019	9780328989910
	<i>Project Imagine: United States History</i>	<i>Unknown</i>	<i>Unknown</i>	<i>Unknown</i>
	The Americans	Houghton Mifflin Harcourt	2010	9780547491158
African American United States History	The African-American Odyssey, AP High School ed., 7th edition	Pearson	2025	9780135291511
	Creating Black Americans: African-American History and Its Meanings, 1619 to the Present	Oxford University Press	2008	9780195137509
	Freedom on My Mind, Combined Volume: A History of African Americans, with Documents	Bedford/St. Martin's	2012	9780312197292
	Give Me Liberty!	W. W. Norton & Company	2022	9781324041207
Hispanic United States History	Our America: A Hispanic History of the United States	W. W. Norton & Company	2014	9780393349825
AP United States History	Advanced Placement United States History, 4th Edition	Perfection Learning	2020	9781690305507
	America's History, For the AP® Course	Bedford/St. Martin's	2014	9780357504785
	Kennedy/Cohen's The American Pageant 17th edition (eBook)	Cengage Learning	2018	9780357504785
AP Psychology	Psychology: Themes and Variations, AP Edition	Cengage Learning	2017	9781337292180
	Updated Myers' Psychology for the AP® Course (Ebook)	Worth Publishers	2024	9781319471453
Economics	California Economics Principles in Action	Pearson	2019	9780328987023
American Government	Magruder's American Government - California	Pearson	2018	9780328987115
AP Government	American Politics and Government Today: AP® Edition	W. W. Norton & Company	2022	9780393887402
Course	Textbook Title	Publisher	Published Year	ISBN
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	9780534612276
	Psychology: Themes and Variations, 9th edition	Cengage Learning, Inc	2012	9781111837501
Intro to Sociology	No physical textbook	N/A	N/A	N/A
Political Science 1 (College Elective)	<i>We the People: 14th Edition (Ebook)</i>	W. W. Norton & Company	2022	9781324034759
	<i>Governing California in the Twenty-First Century: 9th Edition (Ebook)</i>	W. W. Norton & Company	2022	9781324039327
	The American Women's Movement, 1945-2000: A Brief History with Documents (The Bedford Series in History and Culture) First Edition (Ebook)	Bedford/St. Martin's	2008	9780312448011
Psychology 041 (Pierce College)	No physical textbook	N/A	N/A	N/A

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

Course	Textbook Title	Publisher	Published Year	ISBN
WORLD LANGUAGE				
French 1	D'accord!	Vista Higher Learning	2024	N/A
French 2	D'accord!	Vista Higher Learning	2024	N/A
French 3	D'accord!: Tes Branché Level 3	Vista Higher Learning; EMC Publishing	2024	N/A
AP French	Tes Branché Level 4	EMC Publishing	2014	9780821966617
Sign Language	Signing Naturally: Student Workbook Units 1-6	Dawn Sign Pr	2008	9781581212105
Spanish 1	Descubre 1, ©2022, Prime, Lengua y cultura del mundo hispánico	Vista Higher Learning	2022	978-1-54334-145-4
Spanish 2	Descubre 2, ©2022, Prime, Lengua y cultura del mundo hispanico	Vista Higher Learning	2022	978-1-54334-253-6
Spanish 3	Descubre 3, ©2022, Prime, Lengua y cultura del mundo hispanico	Vista Higher Learning	2022	978-1-54334-253-6
Spanish Speakers 1	Galería de lengua y cultura 1, ©2020, Supersite, Español para hispanohablantes	Vista Higher Learning	2020	9781543307771
AP Spanish Language	Temas 3e Student Edition	Vista Higher Learning	2024	9781543382747
	Princeton Review AP Spanish Language & Culture Prep, 11th Edition: 3 Practice Tests + Content Review + Strategies & Techniques (2024) (eBook)	Princeton Review	2023	9780593516843
	Abriendo Paso: Gramatica (2014) (eBook)	SAVVAS Learning Company	2014	9780328954346
	Abriendo Paso: Temas y Lectura (2014) (eBook)	SAVVAS Learning Company	2014	9780328954445
AP Spanish Literature	Azulejo Anthology & Guide to the AP Spanish Literature Course, 2nd (Spanish Edition)	Wayside Pub	2012	9781942400318

Course	Textbook Title	Publisher	Published Year	ISBN
HEALTH*				
	Health curriculum is now absorbed into the Biology curriculum. Students are not assigned a Health textbook. Various materials are used to cover the required topics.			

Course	Textbook Title	Publisher	Published Year	ISBN
FINE ARTS				
Ceramics	N/A	N/A	N/A	N/A
Photography	Focus on Photography	Davis Publications, Inc.	2007	9780871927217
	Photography, 12th Edition	Pearson Education, Inc.	2017	9780134482026
AP Art History	Gardner's Art Through the Ages: A Global History, Vol 1 15th Edition	Cengage Learning	2015	9781285837840
	Gardner's Art Through the Ages: A Global History, Vol. 2 15th Edition	Cengage Learning	2015	9781285839394
	Understanding Movies (13th Edition)	Pearson	2013	9780205856169
Cinema 107 (College)	Flashback: A Brief Film History (6th Edition)	Pearson	2009	9780205695904
	Looking at Movies: An Introduction to Film	W.W. Norton	2025	9781324087946

N/A

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 70-year-plus 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.

During the 2024–25 school year, Birmingham completed its multi-year bungalow project, with seven new classroom bungalows on the west side of campus now in use.

In addition, the multi-year roof replacement project, funded by approximately \$6 million in bond funds, has been completed. A planned schoolwide HVAC project is currently in the design phase, at approximately 50% completion, and has been submitted to the Division of the State Architect (DSA) for plan review.

Prior to the start of the school year, Birmingham completed a comprehensive remodel of the cafeteria. The project included repainting the entire interior and replacing all flooring. To improve service efficiency and enhance the student dining experience, new equipment was added, including display cases; convection and mobile heated ovens; roll-in refrigerators; a tilt skillet; two portable air conditioners for summer use; and updated queue rails inside and outside the cafeteria. Electrical systems were also upgraded to meet current building codes.

Maintaining and repairing this large campus is a priority. Due to rising costs over the past several years, the budget for annual maintenance for the 2025–26 school year is approximately \$1.6 million.

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 December 2025 to assess campus conditions and identify opportunities for improvement. The evaluation resulted in an overall score of **91.87%**, placing the site in the "GOOD" category under the State of California FIT rating standards.

This rating indicates that the school is maintained in good repair, with deficiencies that are non-critical, isolated, and largely the result of routine wear and tear. The inspection found no extreme deficiencies that would trigger an automatic "poor" rating, and the majority of evaluated systems met or exceeded required standards.

Summary of Findings

Most core systems, including mechanical/HVAC, gas, sewer, structural integrity, roofs, and fire/life safety systems, scored well and were found to be operational and compliant. The campus demonstrated strong performance in overall cleanliness, pest control, and general maintenance, reflecting consistent upkeep efforts.

The deficiencies identified during the inspection were primarily minor and correctable, and many were administrative or housekeeping-related rather than structural or systemic. Common items noted across multiple rooms and buildings included:

- Fire extinguishers requiring updated inspection tags, wall hooks, or door signage
- Emergency egress windows obstructed by furniture or storage
- Piggyback cords or appliances plugged into extension cords
- Loose or stained ceiling tiles and light covers
- Unsecured furniture such as cabinets or bookshelves
- Minor plumbing issues such as loose or non-functioning sink fixtures
- Dust accumulation on air vents and returns

These issues were generally categorized as deficiencies ("D") rather than extreme deficiencies, and several were corrected at the time of inspection, already associated with existing work orders, or a work order will be created.

Overall Assessment

The FIT inspection confirms that Birmingham Community Charter High School is functioning safely and effectively, with facilities that support instructional use. The deficiencies identified do not impact the overall operability of the campus and are being addressed through routine maintenance, corrective actions, and planned follow-up work.

Facilities leadership was present during the inspection, and corrective actions are being tracked to ensure continued compliance and improvement. The results reflect strong facilities management practices and an ongoing commitment to maintaining the campus in good repair.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 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	Good	
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: December 2025

Overall Rating	Good
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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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	70%	75%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	32%	29%	32%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	713	712	99.86%	0.14%	75.14%
Female	373	373	100.00%	0.00%	81.77%
Male	339	338	99.71%	0.29%	67.75%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	41	41	100.00%	0.00%	60.98%
Filipino	--	--	--	--	--
Hispanic or Latino	622	621	99.84%	0.16%	75.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	75.00%
White	23	23	100.00%	0.00%	91.30%
English Learners	29	29	100.00%	0.00%	20.69%
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00%	0.00%	53.57%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	647	647	100.00%	0.00%	74.34%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	73	73	100.00%	0.00%	42.47%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	713	712	99.86%	0.14%	29.21%
Female	373	373	100.00%	0.00%	26.81%
Male	339	338	99.71%	0.29%	31.95%
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Black or African American	41	41	100.00%	0.00%	12.20%
Filipino	--	--	--	--	--
Hispanic or Latino	622	621	99.84%	0.16%	28.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	25.00%
White	23	23	100.00%	0.00%	43.48%
English Learners	29	29	100.00%	0.00%	6.90%
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00%	0.00%	14.29%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	647	647	100.00%	0.00%	28.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	73	73	100.00%	0.00%	2.74%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	26.25%	35.67%	21.89%	25.47%	30.73%	32.52%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	744	743	99.87%	0.13%	35.67%
Female	391	391	100.00%	0.00%	35.55%
Male	352	351	99.72%	0.28%	35.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	41	41	100.00%	0.00%	24.39%
Filipino	11	11	100.00%	0.00%	54.55%
Hispanic or Latino	650	649	99.85%	0.15%	35.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	33.33%
White	25	25	100.00%	0.00%	36.00%
English Learners	41	41	100.00%	0.00%	2.44%
Foster Youth	--	--	--	--	--
Homeless	59	58	98.31%	1.69%	18.97%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	675	675	100.00%	0.00%	35.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	77	77	100.00%	0.00%	7.79%

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.

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:

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

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, first-year students 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 Business, Culinary, Engineering, Patient Care, Software & Systems Development, Filmmaking, Theater, Animation, and Graphic Design. We are 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. (Refer to the chart below.)

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 millions of dollars in grant funding for CTE and post-secondary programs, which has allowed us to offer a full roster of CTE 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 Middle College and Early College as well as CCAP program funding for dual enrollment courses and programs. This funding added another \$350,000 for the 2025-26 school year. During 2024-25, 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 to support the development of a new robotics pathway.

Additionally, we have continued to receive CTEIG funding every year it has been provided. The most recent award was for \$373,568 for the 2025-26 school year and Perkins V federal funding for \$123,398.

BIRMINGHAM CCHS

★ Courses articulated with a community college

CTE

2025-26



Pathway	Intro	Concentrator	Capstone
BUSINESS & FINANCE			
Business		Intro to Business	★ 1) International Bus. or 2) Honors Investments & Real Estate
HOSPITALITY, TOURISM & RECREATION			
Culinary		Intro to Culinary Arts	★ 1) Advanced Culinary or 2) Honors Advanced Culinary
ENGINEERING & ARCHITECTURE			
Engineering	★ Intro to Engineering	★ Elementary Engineering Graphics	★ Applied Engineering Graphics
HEALTH SCIENCE & MEDICAL TECHNOLOGY			
Patient Care		Pre Medical Science I	Pre Medical Sci 2
INFORMATION & COMMUNICATION TECHNOLOGIES			
Software & Systems Development		★ Computer Science	1) AP Computer Sci A 2) AP Computer Science Principles
ARTS, MEDIA & ENTERTAINMENT			
Filmmaking		★ Filmmaking I	★ 1) Filmmaking 2 or 2) Honors Film Appreciation
Theater		Intro to Theater	★ 1) Advanced Acting or 2) Adv Tech Theater or 3) Hon Thr Production
Animation	★ Drawing	★ Animation I	Honors Animation 2
Graphic Design		★ 1) Digital Media or 2) Photography or 3) Design	Yearbook Design & Publication

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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. 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, signing up for community college classes, 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.

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 soft-skills workshops a few times a year, 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, professors and administrators at our post-secondary partner colleges. 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@bcchs.net

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Textbooks utilized in CTE Pathways

Course	Textbook Title	Publisher	Published Year	ISBN
TECHNICAL ARTS				
Computer Science	Technology In Action, Introductory (11th Edition)	Pearson	2014	9780133827354
	Technology In Action, Introductory (16th Edition)	Pearson	2019	9780135435199
Culinary Arts 1	Glencoe Culinary Essentials, Student Edition	McGraw-Hill Education	2015	9780021397181
Culinary Arts 2	Activity Guide for Foundations of Restaurant Management and Culinary Arts: Level 1	Pearson	2010	9780137070503
Introduction to Engineering, Science and Technology	Pre-Engineering	McGraw-Hill Essentials	2012	9780078783364
Elementary Engineering Graphics	N/A	N/A	N/A	N/A
Applied Engineering	N/A	N/A	N/A	N/A
Graphics 1	N/A	N/A	N/A	N/A
Financial Literacy	Next Gen Personal Finance: ngpf.org	N/A	N/A	N/A
	Mosby's Textbook for Nursing Assistants 8th Edition	Mosby	2012	9780323081573
Intro to Nursing Assistance	Introduction to Health Care 4th Edition	Cengage Learning	2016	9781305574779
	Print Reading for Industry Eleventh Edition	Goodheart-Willcox	2020	9781645646723
Engineering Technology (College)	Basic Blueprint Reading & Sketching	Cengage Learning	2022	9781435483781
BROADCASTING 01 ONLINE ASYNCHRONOUS	BROADCASTING, CABLE, THE INTERNET, AND BEYOND: AN INTRODUCTION TO MODERN ELECTRONIC MEDIA	McGraw Hill	2011	9780073512037

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Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1863
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.8%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.5%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Birmingham is a comprehensive high school serving students in Grades 9-12, so assessment results for Grades 5 and 7 are not included.

Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength	Upper Body Strength and Endurance	Flexibility
814	825	825	823	832
90.1%	91.4%	91.4%	91.1%	92.1%

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

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 2025–26)

Parent Center Team

Birmingham's **Lead Administrator/Director of Parental Engagement, Tadeo Climaco** (t.climaco@bcchs.net; 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@bcchs.net 818-758-5281
- Community Schools Coordinator Cecilia Macias c.macias@bcchs.net 818-758-4411
- Administrative Assistant Erika Figueroa e.figueroa@bcchs.net 818-758-6547
- Program Office Assistant Hernan Huezo h.huezo@bcchs.net 818-758-4479
- Program Office Assistant Rosa Ramirez r.ramirez@bcchs.net 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-Summit

The Parent Center continues offering the annual Parent Summit with workshops that addressed family needs. In 2025-2026, the symposium was offered in conjunction with the 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:

- Google Classroom/ ParentSquare/ Aeries
- Attendance
- Embracing Beginnings
- Helping Our Students Select a Career
- Grade Level Academies
- Supporting Our Emergent Multilingual Students

- Financial Aid/ College Apps
- Being Successful at BCCHS
- Empowering Our BCCHS Community: Resources, Support, and Building a Stronger School?

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

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):

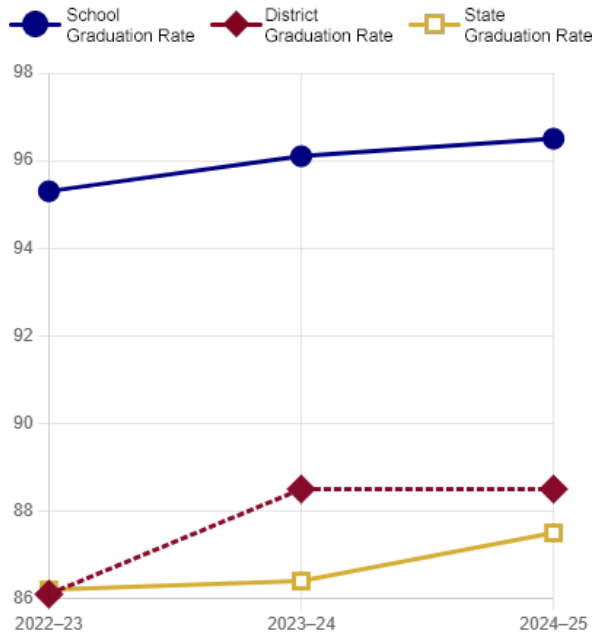
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

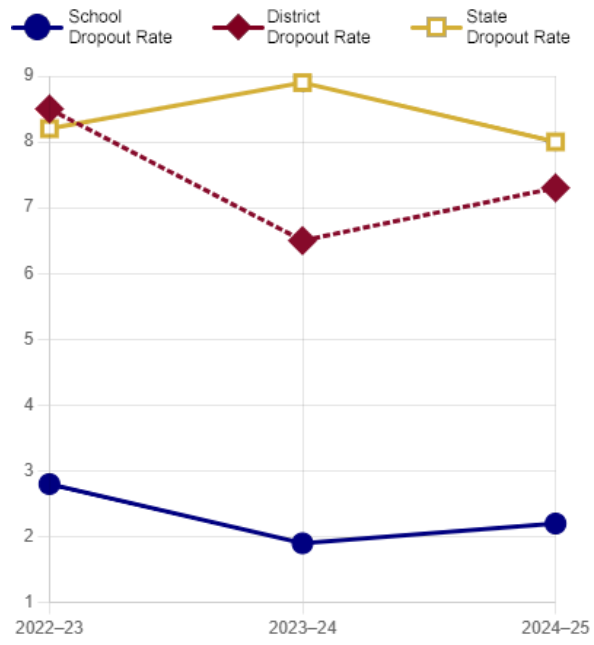
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	95.3%	96.1%	96.5%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	2.8%	1.9%	2.2%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	715	690	96.5%
Female	336	328	97.6%
Male	379	362	95.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	11	10	90.9%
Black or African American	28	26	92.9%
Filipino	19	19	100.0%
Hispanic or Latino	619	598	96.6%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	27	96.4%
English Learners	106	93	87.7%
Foster Youth	--	--	--
Homeless	59	56	94.9%
Socioeconomically Disadvantaged	688	665	96.7%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	81	69	85.2%

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3351	3287	692	21.1%
Female	1639	1610	359	22.3%
Male	1708	1673	330	19.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	35	4	11.4%
Black or African American	135	131	42	32.1%
Filipino	76	75	10	13.3%
Hispanic or Latino	2881	2830	576	20.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	59	19	32.2%
White	158	153	38	24.8%
English Learners	332	326	95	29.1%
Foster Youth	--	--	--	--
Homeless	242	239	84	35.1%
Socioeconomically Disadvantaged	3058	3001	653	21.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	359	345	94	27.2%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.72	3.00	3.25	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.03	0.03	0.03	0.02	0.02	0.02	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.25%	0.03%
Female	1.83%	0.00%
Male	4.63%	0.06%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.86%	0.00%
Black or African American	5.19%	0.00%
Filipino	1.32%	0.00%
Hispanic or Latino	3.23%	0.03%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.23%	0.00%
White	3.16%	0.00%
English Learners	3.31%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.96%	0.00%
Socioeconomically Disadvantaged	3.50%	0.03%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.57%	0.00%

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.

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 climate where students and staff feel safe by reducing
 - Student fights
 - Student tardies

During 2025-26 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.
- **StopIt Notify** includes a new panic button alert system.
- **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 continues to make changes to the existing PBIS program, identifying areas of progress and determining next steps and improvements. This includes meetings of the PBIS Committee, staff and student education, 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 with specific procedures for Earthquake (California Great Shakeout), Lockdown, Shelter in Place, Fire, Drop/Cover/Hold, and Bomb threat 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 which is updated as required

- Rapid relocation plans
- Evacuation maps, emergency procedure folders, and class flags in all rooms and offices
- Emergency buckets and water in every classroom
- Crisis protocols and Risk Assessment checklist to address both medical and emotional emergencies on campus
- 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 2022–23)

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	86	61	41
Mathematics	26.00	61	71	54
Science	28.00	25	44	49
Social Science	26.00	30	34	35

* 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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	226

* 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 2024–25)

Birmingham's certificated staff during the 2025-26 school year includes 13 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)	18.50
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 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20477.71	\$6824.49	\$13653.22	\$87124.00
District	N/A	N/A	\$12748.41	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

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

Some of our programs and services include:

- 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 21st century 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 2023–24)

The “**District Amount**” referenced reflects LAUSD data only. Birmingham Community Charter High School is a single-school LEA and operates independently from LAUSD.

Birmingham Teacher and Administrator Salary information for fiscal year 2023-2024 follows:

Beginning Teacher Salary \$67,525

Mid-Range Teacher Salary \$92,355

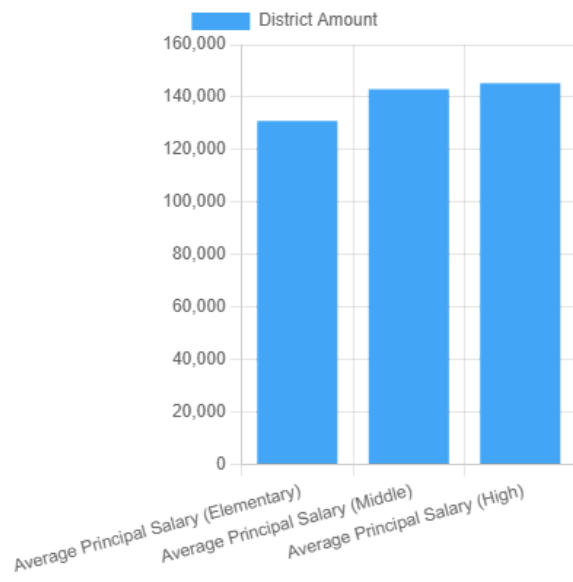
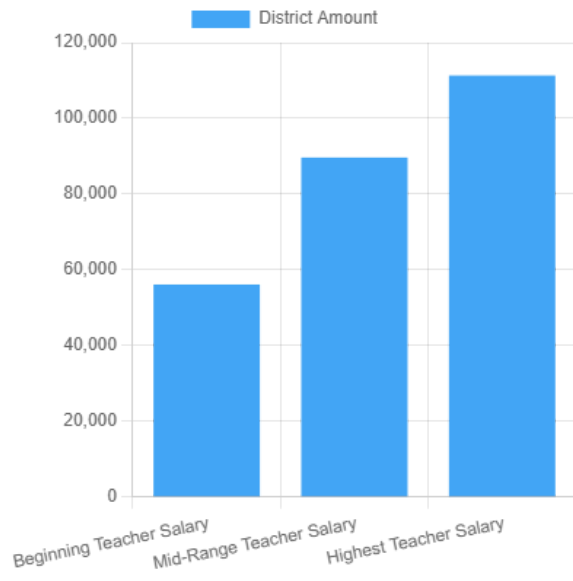
Highest Teacher Salary \$124,722

Superintendent/ CEO-Principal Salary \$225,000

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2024–25)

In prior years, Birmingham reported the number of AP courses offered by counting the total number of AP course sections with student enrollment. For the 2024-25, the school is following the *CDE SARC definition*, which calculates the number of AP courses offered by counting unique AP courses offered for student enrollment.

Percent of Students in AP Courses 28.2 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	6
Fine and Performing Arts	1
Foreign Language	3
Mathematics	6
Science	2
Social Science	6
Total AP Courses Offered*	26

* 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:

- 2023-24: 34 1-hr sessions; 2.5 pupil-free days
- 2024-25: 34 1-hr sessions; 2.5 pupil-free days
- 2025-26: 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.

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 Rounds: The purpose of instructional rounds at BCCHS is twofold: to build professional community and to improve teaching and learning. At Birmingham, teachers collaboratively observe classrooms with a shared problem of practice, collecting data to identify broader instructional patterns across the school. This process is designed to inform future professional development decisions. The initiative began with two cohorts of teachers participating in an intensive, week-long training on the principles and practices of instructional rounds at Harvard University's Graduate School of Education. Upon returning, instructional rounds

were implemented at BCCHS, followed by the training of additional teachers and expansion of the instructional rounds team.

Instructional Technology and Artificial Intelligence Applications in the Classroom: An IT Education Coordinator collaborates with teachers to integrate 21st century educational technology into instruction. The goal is to ensure that educational technology software at Birmingham is thoughtfully selected based on the needs of both teachers and students, while building staff capacity and mastery of tools that enhance student learning. Professional development sessions for teachers and staff include updates to schoolwide software and guidance on effectively using AI tools in the classroom. Ongoing support of the IT Education Coordinator includes department follow-ups, analysis of technology usage data, and additional PD to support effective implementation. This work is further supplemented with resources including self-guided instructional videos available to staff.

Social Emotional Learning: As part of Birmingham's ongoing commitment to SEL, professional development this year has focused on introducing faculty to ***Nonviolent Communication (NVC)***, a framework that promotes honest self-expression, empathetic listening, and constructive dialogue. Training is delivered through presentations, ongoing practice, and classroom implementation, where strategies are modeled and taught to students. The goal of NVC is to strengthen relationships among staff and students by providing shared language and practical tools that support empathy, clarity, and connection. Training and practice will continue through faculty meetings and other collaborative sessions.

Literacy and SDAIE Strategies: This remains a key focus of professional development and reflects Birmingham's commitment to supporting Emergent Multilingual Students/English Learners (EMs/ELs). Assessment results for Birmingham's EL subgroup have shown consistent improvement, and the school's current goal is to exceed state performance levels.

Professional development emphasizes SDAIE methodologies that build foundational literacy skills, including metacognitive development, contextualization, bridging, modeling, schema-building, and text representation. PD also provides guidance on using instructional technology, including AI tools, to support both individual EL students and the EL subgroup as a whole. This year's PD includes the introduction, review, and practice of MagicSchool AI tools.

These research-based strategies align with California's expectations that all students demonstrate proficiency in English Language Arts on the Grade 11 SBAC and that English Learners redesignate within five years of entry into California schools.

California Math Practice Standards: This remains a continued focus of PD for our Math and Science teachers, as subsection proficiency scores on the Math SBAC continue to show improvement. The identified strategies and course plans support increased math proficiency for all students.

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, Special Education, and EL.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5