

Birmingham Community Charter High School

Charter Renewal Petition

For the proposed term of July 1, 2027 – June 30, 2032

**Submitted to Los Angeles Unified School District
July 16, 2026**

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AFFIRMATIONS, ASSURANCES AND DECLARATIONS

Birmingham Community Charter High School (also referred to herein and publicly known as “BCCHS”, “Charter School”, “Birmingham High School” and “Birmingham”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

ELEMENT 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

1.

GENERAL INFORMATION	
Contact person for Charter School	Ari Bennett, CEO/Principal
Contact address for Charter School	17000 Haynes St, Lake Balboa, CA 91406
Contact phone number for Charter School	818.758.5200
Current address for Charter School	17000 Haynes St, Lake Balboa, CA 91406
Location is in LAUSD Board District	Board District 3
Location is in LAUSD Board Region	Region North
The Grade Configuration of the Charter School is:	High School, Grades 9 - 12
The grade levels are:	9, 10, 11 and 12
The total Enrollment Capacity will be: (align with that for Year 1 of the budget)	3200
Type of Instructional Calendar	Traditional
Regular Bell Schedule will be:	8:30 am – 3:27 pm
The Charter Term will be:	July 1, 2027 – June 30, 2032

Self-Reflection

2. Community Need, Educational Program, and Program Effectiveness

Birmingham Community Charter High School (BCCHS) continues to fulfill a demonstrated and ongoing community need by providing a high-quality, comprehensive high school program that serves a diverse and high-need student population within the Los Angeles Unified School District. The school offers a rigorous, college-preparatory program intentionally designed to meet the academic, social-emotional, and post-secondary readiness needs of students in Van Nuys and surrounding communities.

BCCHS serves a student population that reflects the needs of the local community, including approximately 91% socioeconomically disadvantaged students, 9.1% English Learners, and 0.1% Foster Youth, with a current total enrollment of approximately 3200 students and a student body that is predominantly Hispanic/Latino (85.9%).¹ These demographics demonstrate a clear and ongoing need for targeted academic intervention, language development, and equitable access to rigorous coursework.

In response to these needs, BCCHS has developed and continuously refined an educational program that provides standards-aligned instruction, integrated English Language Development (ELD), and a Multi-Tiered System of Supports (MTSS) to ensure that all students have access to meaningful learning opportunities and the supports necessary to succeed.

Community Need and Educational Program

BCCHS serves a diverse and high-need student population that reflects the educational, social-emotional, and post-secondary needs of the surrounding community. The school's educational program has been intentionally designed and continuously refined to ensure equitable access to rigorous instruction, targeted interventions, college and career readiness opportunities, and comprehensive student supports.

The school's programmatic design reflects a commitment to addressing achievement gaps, increasing access to advanced coursework, supporting historically underserved student groups, and preparing students for success beyond high school.

¹ Source: CA School Dashboard <https://www.caschooldashboard.org/reports/19647331931047/2025>

Evidence of Community Need: Programmatic Design and Evolution

Since the renewal of its prior charter, BCCHS has made significant, intentional programmatic enhancements to better meet the needs of its community, including:

Leadership and Organizational Coherence

- In 2019, BCCHS appointed a new principal/CEO, who continues presently at the Charter School, strengthening instructional leadership and aligning the school's vision, systems, and practices toward improved student outcomes and closing achievement gaps.
- This leadership transition has resulted in greater program coherence, stronger accountability systems, and sustained academic focus.

Implementation of a Comprehensive Grade Level Academy (GLA) Model

- Transitioned from Small Learning Communities to a cohort-based Grade Level Academy structure.
- Established dedicated support teams (administrator, counselors, dean, psychiatric social worker, and coordinator) that remain with students for four years.
- Expanded staffing to increase access to academic counseling, behavioral support, and mental health services.
- This structure ensures consistent monitoring, early intervention, and strong relationships, particularly for high-need students.

Expansion of Social-Emotional and Mental Health Supports

- Integration of schoolwide Social-Emotional Learning (SEL) practices, including a structured "Soft Start" and ongoing classroom implementation.
- Increased access to psychiatric social workers and tiered behavioral supports.
- Addresses the social-emotional and mental health needs of students, which are critical barriers to academic success.

Strengthened College and Career Readiness Systems

- Implementation of a Senior Seminar course supporting college applications, financial aid, and career planning.
- Expansion of college counseling and postsecondary planning supports, resulting in increased college-going rates.

Data-Driven Instruction and Progress Monitoring

- Full implementation of AB1505-aligned progress monitoring systems using:
- CAASPP and ELPAC
- Achieve3000 (ELA) and NWEA (Math), administered multiple times per year
- Ensures ongoing identification of student needs and targeted instructional response.

Expanded Academic and Enrichment Opportunities

- Development of comprehensive programs including:
- Visual and Performing Arts
- Career Technical Education (CTE) pathways
- School for Accelerated Studies
- Division I athletics
- Partnership with Educare Foundation to provide after-school enrichment, academic support, and leadership development opportunities.

Flexible Learning Options to Meet Diverse Student Needs

- Independent Study Program
 - The Independent Study Program called Birmingham Virtual Academy (BVA) supports students with medical, social-emotional, or scheduling needs.

- Course-Based Independent Study (CBIS) for structured credit recovery is a hybrid program in which students work on campus with the support of a teacher and also independently from home.
- These programs ensure that students who may not succeed in a traditional setting still have access to a rigorous, standards-aligned education.

Program Effectiveness and Evidence of Success

BCCHS has received multiple state and national recognitions that reflect the effectiveness of its educational program, student supports, and commitment to equitable student achievement, including:

- 2022 California Department of Education (CDE) Pivotal Practice Award
 - Recognized for the implementation of effective support systems to assist students and families during the COVID-19 pandemic.
- 2022 National Education Equity Lab School of Excellence Recognition
 - Awarded to Title I schools demonstrating outstanding support systems and academic success in preparing students to succeed in rigorous university-level coursework through partnerships with elite universities such as Stanford, Yale, the University of Pennsylvania, Johns Hopkins, Brown, and others.
- 2023 College Board AP School Honor Roll – Bronze Recognition
 - Recognized for a high percentage of graduating students successfully passing at least one Advanced Placement (AP) examination with a score of 3 or higher.
- 2024 College Board AP School Honor Roll – Silver Recognition
 - Recognized for continued expansion of Advanced Placement access, participation, and student achievement.
- 2024 California Distinguished School Recognition
 - Awarded by the California Department of Education in recognition of exceptional student performance, successful implementation of evidence-based instructional practices, and positive school climate.
- 2024 Six-Year WASC Accreditation Renewal
 - BCCHS earned a full six-year accreditation renewal, the highest level of accreditation awarded by the Western Association of Schools and Colleges (WASC), demonstrating strong organizational effectiveness, academic achievement, and commitment to continuous improvement.
- 2025 College Board AP School Honor Roll – Silver Recognition
 - Recognized for sustained achievement and continued success in increasing student participation and performance in Advanced Placement coursework and assessments.²

These recognitions provide additional evidence that BCCHS has established a comprehensive educational program capable of producing strong academic outcomes while effectively supporting a diverse and historically underserved student population.

In addition to these recognitions, BCCHS has achieved multiple historic academic and college-readiness milestones that represent the highest levels of performance in the history of the charter school, including:

- Highest Graduation Rate in charter history: **96.5%**³
- Highest A–G Completion Rate in charter history: **95.1%**⁴
- Highest number of Advanced Placement (AP) students in charter history: **949 students**⁵

² Source: Internal email correspondence from the CDE, College Board, National Education Equity Lab and WASC.

³ Source: CA School Dashboard <https://www.caschooldashboard.org/reports/19647331931047/2025#graduation-rate-card>

⁴ Source: Dataquest <https://dq.cde.ca.gov/dataquest/dqconsensus/CohRate.aspx?agglevel=school&year=2024-25&cde=19647331931047>

⁵ Source: Internal Data and College Board

- Highest percentage of AP students earning scores of 3 or higher in charter history: **64.7%**⁶
- Highest Career Technical Education (CTE) Pathway Completer Rate in charter history: **46.0%**⁷
- Highest Four-Year University Admission Rate in charter history: **57%**⁸
- Highest College and Career Indicator (CCI) rate in charter history: **77.3 %**⁹
- Highest English Language Arts scaled score (SS) in charter history: **2646**¹⁰
- Highest Mathematics scaled score in charter history: **2575**¹¹
- Highest Science scaled score in charter history: **607**¹²

These historic accomplishments further demonstrate the school's sustained trajectory of continuous improvement, strong instructional systems, and commitment to ensuring equitable access to rigorous academic and college-preparatory opportunities for all students.

Program Effectiveness and Community Impact

BCCHS's program effectiveness and community impact are evidenced through strong student outcomes, continuous academic growth, increased college and career readiness indicators, and multiple state and national recognitions.

Program effectiveness and community impact are evidenced by:

- Consistently high graduation rates across all student groups.
- Strong academic outcomes relative to resident schools and similar schools.
- Resident School Comparison Methodology
 - BCCHS identified resident schools for comparison based on actual student enrollment patterns as described below:
 - Student records were reviewed to determine each enrolled student's designated public high school of residence outside the BCCHS attendance area.
 - Any high school identified as the home school for 10 or more BCCHS students was included in the comparison group.
 - The 10-student threshold was used to reflect meaningful and recurring enrollment patterns.
 - Schools were not selected based on academic performance or other outcome data.
 - This methodology provides an objective comparison group representing schools that serve as actual educational alternatives for BCCHS students.
- Improved outcomes for historically underserved student populations, including English Learners and Students with Disabilities.
- High levels of student participation and engagement, supporting valid and reliable performance data.
- Multiple state and national recognitions demonstrating program quality, equity, and organizational effectiveness.

⁶ Source: Internal Data and College Board

⁷ Source: Internal Data and CALPADS

⁸ Source: Internal Data

⁹ Source: CA School Dashboard <https://www.caschooldashboard.org/reports/19647331931047/2025/academic-performance#college-career>

¹⁰ Source CA School Dashboard <https://www.caschooldashboard.org/reports/19647331931047/2025/academic-performance#english-language-arts>

¹¹ Source CA School Dashboard <https://www.caschooldashboard.org/reports/19647331931047/2025/academic-performance#mathematics>

¹² CA School Dashboard <https://www.caschooldashboard.org/reports/19647331931047/2025/informational-purposes#science>

These outcomes provide strong evidence that BCCHS is successfully meeting the needs of its community and that the school's educational program has evolved in direct response to the academic, social-emotional, and post-secondary needs of its student population.

BCCHS provides families with access to a stable, high-performing, and responsive educational option within the local public school system. The school's comprehensive program—grounded in rigorous instruction, targeted supports, and continuous improvement—ensures that students are prepared for college, career, and lifelong success.

Given the demonstrated academic outcomes, sustained programmatic improvements, nationally recognized accomplishments, and intentional alignment between community need and educational program design, BCCHS clearly continues to meet a demonstrated and ongoing community need, consistent with the expectations for charter renewal within LAUSD.

The school's strong academic performance, historic student achievement outcomes, comprehensive support systems, and commitment to continuous improvement demonstrates that BCCHS is effectively implementing a high-quality educational program that prepares students for college, career, and lifelong success.

Academic Performance Data

English Language Arts (ELA)

Table 1: Three-Year Comparison of ELA SBAC Performance Bands – BCCHS, State, LAUSD

LEA	2023 Not Met	2024 Not Met	2025 Not Met	2023 Nearly Met	2024 Nearly Met	2025 Nearly Met	2023 Met/Exc	2024 Met/Exc	2025 Met/Exc
BCCHS	9.5%	10.8%	6.5%	20.5%	18.5%	18.2%	70.0%	70.7%	75.3%
LAUSD	23.4%	23.4%	22.5%	21.2%	20.9%	20.5%	48.9%	49.6%	53.5%
State of California	28.5%	28.3%	24.5%	22.5%	22.1%	22.0%	55.4%	55.7%	57.0%

Source: Data obtained from the California Assessment of Student Performance and Progress (CAASPP) website for [BCCHS](#), [State](#), [LAUSD](#) and rounded to the nearest tenth.

Birmingham Community Charter High School demonstrates strong and improving performance across all achievement bands, with a clear shift toward higher levels of proficiency and outcomes that exceed both Los Angeles Unified School District and State benchmarks.

Key Points

- **High and increasing proficiency (Met/Exceeded):**
 - Birmingham: 70.0% → 75.3%
 - State: 55.4% → 57.0%
 - LAUSD: 48.9% → 53.5%
 - 📈 Significantly outperforms both LAUSD and State
- **Low and decreasing Not Met:**
 - Birmingham: 9.5% → 6.5%
 - State: 28.5% → 24.5%
 - LAUSD: 23.4% → 22.5%
 - 📈 Far fewer students in the lowest performance band
- **Stable Nearly Met (pipeline to proficiency):**
 - Birmingham: ~18–20%, slightly decreasing

📈 Indicates students moving into Met/Exceeded

- **Clear performance advantage:**

- Birmingham has ~18–22 percentage points higher proficiency than comparison groups
- Maintains much lower rates of underperformance

Birmingham demonstrates strong evidence of high achievement and effective instruction, with more students reaching proficiency, fewer students in the lowest band, and outcomes that consistently exceed LAUSD and State levels. This reflects a strong, equitable instructional program and sustained upward performance trends, supporting a strong renewal case.

Table 2: Three-Year Comparison ELA Scale Score / DFS Comparison – BCCHS, State, LAUSD

LEA	2023 SS	2024 SS	2025 SS	2023 DFS	2024 DFS	2025 DFS	23-25 DFS Change
BCCHS	2626.7	2627.6	2645.6	45.6 (Green)	45.4 (Green)	64.4 (Blue)	18.8
State of California	2590.4	2590.5	2594.6	-13.6 (Orange)	-13.2 (Orange)	-8.1 (Yellow)	5.5
LAUSD	2571.1	2571.7	2583.7	-32.4 (Orange)	-28.2 (Yellow)	-17.8 (Yellow)	14.6

Source: SS data obtained from Dataquest for [BCCHS](#), [State](#) and [LAUSD](#). DFS data obtained from the CA Dashboard for [BCCHS](#), [State](#) and [LAUSD](#). Data represented reflects exact figures.

Birmingham Community Charter High School demonstrates strong academic performance and accelerated growth, significantly outperforming both Los Angeles Unified School District and State benchmarks in both scaled scores and Distance from Standard (DFS).

Key Points

- **Higher Scaled Scores (Achievement):**

- Birmingham: 2626.7 → 2645.6
- State: 2590.4 → 2594.6
- LAUSD: 2571.1 → 2583.7

📈 Birmingham consistently performs well above both State and LAUSD

- **Strong Positive DFS (Growth):**

- Birmingham: +45.6 → +64.4 (Green → Blue)

📈 Students are performing well above standard with increasing growth

- **Significant Growth Over Time:**

- Birmingham: +18.8 DFS increase (2023–2025)
- State: +5.5
- LAUSD: +14.6

📈 Birmingham shows stronger growth than State and competitive growth with LAUSD, while starting from a much higher baseline

- **Performance Levels (Dashboard Colors):**

- Birmingham: Green → Green → Blue
- State: Orange → Orange → Yellow
- LAUSD: Orange → Yellow → Yellow

📈 Birmingham reaches the highest performance level (Blue) while others remain below standard

Birmingham demonstrates strong evidence of both high achievement and strong growth, with scaled scores and DFS levels that exceed LAUSD and State benchmarks. The school's movement to Blue performance status, combined with sustained gains over time, reflects a highly effective instructional program and the capacity to maintain and accelerate student success, fully meeting LAUSD renewal expectations.

Table 3: Resident Schools Comparison by DFS (ELA)¹³

Resident Schools Comparison	2023 SS	2024 SS	2025 SS	2023 DFS	2024 DFS	2025 DFS	23-25 DFS Change
North Hollywood Senior High	2645.6	2644.5	2650.1	64.2	64	67	2.8
BCCHS	2626.7	2627.6	2645.6	45.6	45.4	64.4	18.8
Taft Charter High	2625.5	2618.4	2624.3	43	36.3	42.4	-0.6
Grover Cleveland Charter High	2613.7	2626.9	2621	33.9	45.9	41.3	7.4
Ulysses S. Grant Senior High	2592.6	2602	2612.7	10.2	21	32.1	21.9
John F. Kennedy High	2585.7	2603.6	2606.4	3.8	21	24.5	20.7
Van Nuys Senior High	2600.9	2590.1	2588.3	18	9.9	6.2	-11.8
Chatsworth Charter High	2541.7	2588.6	2581.1	-45.5	7.6	-2.6	42.9
Sylmar Charter High	2570.9	2554.2	2569.5	-6.2	-26.4	-12.2	-6
Canoga Park Senior High	2586.1	2570.1	2573.1	4.7	-11.9	-12.4	-17.1
John H. Francis Polytechnic	2565.2	2553.7	2560.7	-17.1	-27.6	-21.4	-4.3
Panorama High	2519.4	2533	2555.5	-61.2	-49.2	-23.8	37.4
San Fernando Senior High	2552.1	2540.1	2553.9	-30.6	-39.6	-24.1	6.5
East Valley Senior High	2544.5	2560.9	2556.3	-39	-24.8	-25.5	13.5
Reseda Charter High	2481.4	2569.3	2556.5	-24.4	-15	-29.5	-5.1
James Monroe High	2528.7	2535.6	2534.4	-54.2	-44.6	-47.1	7.1
Arleta High	2534	2495.2	2532.1	-50.2	-86.1	-49.7	0.5

Source: SS data obtained from Dataquest/[CAASPP](#) and DFS data obtained from CA [Dashboard](#). Data represented reflects exact figures

ELA Resident Schools Comparison Analysis

Birmingham Community Charter High School demonstrates strong performance and accelerated growth relative to resident schools, maintaining high achievement while showing one of the largest gains in Distance from Standard (DFS) from 2023–2025.

Key Points

- **High Achievement (Scaled Scores):**
 - Birmingham: 2626.7 → 2645.6
 - ☞ Among the top-performing schools, just below the highest (North Hollywood HS)
- **Strong Growth (DFS):**
 - Birmingham: +18.8 DFS gain
 - ☞ One of the largest increases among high-performing schools
- **Balance of Status + Growth:**

¹³ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

- Maintains high performance while accelerating growth
 - ☞ Distinguishes Birmingham from schools with:
 - High status but limited growth
 - Growth but lower overall performance
- **Outperforms most resident schools:**
 - Higher DFS than the majority of schools by 2025
 - Many comparison schools remain:
 - Below standard (negative DFS)
 - Or show inconsistent trends
- **Consistency and Stability:**
 - No major declines across years
 - Sustained upward trajectory

Birmingham demonstrates strong evidence of both high achievement and strong growth relative to resident schools, combining top-tier performance with significant improvement over time. This balanced performance profile supports the conclusion that the school meets and exceeds Los Angeles Unified School District renewal expectations.

Table 4: Three-Year Comparison of Subgroups by DFS (ELA)

Standard - All Subgroups	2023 DFS Status	2024 DFS Status	2025 DFS Status	Difference in DFS
All Students	45.6	45.4	64.4	18.8
Black or African American	5.1	35.7	35.7	30.6
English Learner	-33.9	-50.2	-3.7	46.4
Hispanic or Latino	45.8	40.7	64.6	23.9
Homeless Youth	-6.3	30.9	13	-17.9
Socioeconomically Disadvantaged	41.4	42.1	62.7	20.6
SWD	-43.8	-58	-17.7	40.3
White	41.8	81	73.7	-7.2

Source: [Distance from Standard \(DFS\) data obtained from the California Department of Education's California School Dashboard. Data presented reflects the exact figures reported on the California School Dashboard.](#)

Distance from Standard (DFS) – Growth Analysis

Birmingham Community Charter High School demonstrates strong and accelerating academic growth across all student groups, as evidenced by California School Dashboard Distance from Standard (DFS) data. The results reflect systemwide improvement, significant subgroup gains, and progress toward equity, aligned with Los Angeles Unified School District renewal expectations under State Priority 4.

Key Points

- **All Students:**
 - DFS increased to +64.4 (+19 growth)
 - ☞ Students performing well above standard with accelerated growth
- **Largest Subgroups (Equity Evidence):**
 - Hispanic/Latino: +64.6 (+23.9 growth)
 - Socioeconomically Disadvantaged: +62.7 (+20.6 growth)
 - ☞ Strong performance and equitable outcomes for high-need populations
- **English Learners (Major Growth Area):**

- -50.2 → -3.7 (+46.4 growth)
 Rapid movement toward proficiency and closing opportunity gaps
- **Students with Disabilities (SWD):**
 - -58 → -17.7 (+40.3 growth)
 Significant acceleration and improved access to standards
- **LTEL**
 - LTEL: +35.8 growth
 -  Strong progress for high-need students
- **African American Students:**
 - Sustained performance above standard (+35.7)
 Maintained gains and stability
- **Additional Trends:**
 - Homeless Youth: Improved to above standard
 - English Only & White students: Continued high performance

Birmingham demonstrates clear and convincing evidence of strong academic growth, subgroup acceleration, and progress toward equity, with multiple groups moving toward or above standard. These outcomes confirm the school's capacity to sustain improvement and meet or exceed Los Angeles Unified School District renewal expectations.

Table 5: ELA Assessment Participation

Total Students Tested with Scores (DASHBOARD)	2023 Enrolled	2023 Tested	2023% Tested	2024 Enrolled	2024 Tested	2024% Tested	2025 Enrolled	2025 Tested	2025% Tested
All Students	706	698	99%	695	692	100%	713	712	100%
Black / Afr-Amer	36	36	100%	30	30	100%	41	41	100%
English Learner	72	72	100%	108	108	100%	84	84	100%
Long-Term EL	Not Provided	Not Provided	Not Provided	30	30	100%	16	16	100%
Hispanic or Latino	587	580	99%	594	592	100%	622	621	100%
Homeless	32	32	100%	25	25	100%	30	30	100%
SWD	81	80	99%	72	71	99%	78	78	100%
Socioeconomically Disadvantaged	595	588	99%	634	632	100%	650	650	100%
Two or more races	19	19	100%	9	9	100%	12	12	100%
White	34	33	97%	30	29	97%	23	23	100%

Source: California Assessment of Student Performance and Progress (CAASPP) data obtained from the California Department of Education's DataQuest. Data presented reflects the exact figures reported in DataQuest.

Birmingham Community Charter High School demonstrates exceptional and consistent assessment participation, with rates increasing from 98.9% (2023) to 99.9% (2025) for All Students. By 2025, the school achieved 100% participation across all numerically significant subgroups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This reflects strong systems of accountability, equitable testing practices, and full inclusion of all student groups, ensuring that performance data is valid, reliable, and representative. These outcomes meet and exceed Los Angeles Unified School District requirements and strengthen the credibility of the school's academic results for renewal.

Overall Participation (All Students)

Birmingham demonstrates near-universal participation across all years:

- 2023: 98.9%
- 2024: 99.6%
- 2025: 99.9% 

 This exceeds the 95% participation threshold required for valid Dashboard reporting and reflects strong organizational systems ensuring student inclusion in statewide assessments.

Subgroup Participation – Evidence of Equity and Access

Birmingham demonstrates exceptional participation rates across all major student subgroups, a critical requirement under LAUSD renewal protocol:

100% Participation Across Multiple Subgroups (2024–2025)

- Black or African American: 100% (all years)
- English Learners: 100% (all years)
- Long-Term English Learners: 100% (2024–2025)
- Homeless Students: 100% (all years)
- Two or More Races: 100% (all years)

Near-Perfect Participation with Upward Trends

- Hispanic or Latino:
 - 98.8% → 99.7% → 99.8%
- Socioeconomically Disadvantaged:
 - 98.8% → 99.7% → 100.0%
- Students with Disabilities:
 - 98.8% → 98.6% → 100.0% 
- White Students:
 - 97.1% → 96.7% → 100.0% 

 These trends show continuous improvement toward full participation, culminating in 100% participation across key subgroups by 2025.

Birmingham Community Charter High School demonstrates consistently high assessment participation, exceeding 98% across all years and reaching 100% across most student subgroups by 2025, including English Learners, Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students. The elimination of participation gaps reflects strong systems of accountability and equitable access to testing. As a result, academic data is highly reliable and representative, allowing for accurate interpretation of subgroup performance and growth. This constitutes clear and convincing evidence that Birmingham meets Los Angeles Unified School District expectations for participation, with valid and actionable data that reinforces the school’s demonstrated achievement, growth, and overall program effectiveness.

English Language Arts – Three-Year Performance Overview

Birmingham Community Charter High School (“BCCHS”) demonstrates strong and sustained English Language Arts (“ELA”) performance, providing clear and convincing evidence that the Charter School’s key educational program features are producing measurable academic success, accelerating literacy growth, and promoting equitable student outcomes. State accountability data demonstrate that BCCHS’s instructional framework—including rigorous standards-aligned instruction, annotation and close reading, Claim-Evidence-Reasoning (“CER”), academic discourse, differentiated intervention, Designated and Integrated English Language

Development (“ELD”), Multi-Tiered System of Supports (“MTSS”), and targeted tutoring is producing meaningful academic results.

State Accountability Performance (CAASPP ELA)

BCCHS has maintained consistently strong and increasing ELA performance throughout the renewal term.

All Students – Met/Exceeded Standard

- 2023: 70.0%
- 2024: 70.7%
- 2025: 75.3%

All Students – Distance from Standard (DFS)

- 2023: +45.6
- 2024: +45.4
- 2025: +64.4

Scaled Score Growth

- 2023: 2626.7
- 2025: 2645.6

This reflects:

- sustained high achievement across the renewal term;
- a +18.8-point increase in DFS;
- strong upward academic momentum;
- performance substantially above grade-level standard; and
- significantly stronger outcomes than comparison groups.

2025 Comparison to LAUSD and State

Met/Exceeded Standard

- BCCHS: 75.3%
- LAUSD: 53.5%
- State: 57.0%

BCCHS exceeded:

- LAUSD by +21.8 percentage points
- State by +18.3 percentage points

These outcomes demonstrate that BCCHS students consistently outperform local and statewide comparison groups and reflect strong access to rigorous literacy instruction.

Subgroup Growth and Equitable Outcomes

BCCHS demonstrates substantial acceleration among historically underserved student groups.

ELA DFS Growth (2023–2025)

- English Learners: -50.2 → -3.7 (+46.5)
- Students with Disabilities: -58.0 → -17.7 (+40.3)
- Long-Term English Learners: -94.4 → -58.6 (+35.8)
- Recently Reclassified Fluent English Proficient (RFEP): -13.0 → +20.1 (+33.1)
- Hispanic/Latino: +40.7 → +64.6 (+23.9)
- Socioeconomically Disadvantaged: +42.1 → +62.7 (+20.6)

These outcomes demonstrate that BCCHS’s educational program is effectively accelerating growth and narrowing achievement gaps.

ELA Continuous Improvement Plan – Addressing Areas of Challenge and Focus

The Charter School has identified English Learners (EL) and Students with Disabilities (SWD) as student groups requiring continued focused academic support in English Language Arts. Although the Charter School has demonstrated strong overall academic outcomes and improvement across multiple indicators, achievement gaps remain for these student groups in ELA. In 2025, the CAASPP ELA Distance from Standard (DFS) was -3.7 points for EL students and -17.7 points for SWD, compared with +64.4 points schoolwide. These results demonstrate that, while progress has been made, additional focused efforts are necessary to ensure that EL and SWD students continue to make measurable academic progress and have equitable access to grade-level ELA standards.

The Charter School recognizes that these performance gaps reflect differing and sometimes overlapping instructional needs. EL students may require continued development of academic English proficiency while simultaneously accessing rigorous grade-level reading, writing, speaking, and listening expectations, while SWD may require specialized instruction, accommodations, modifications, and targeted supports based on individual learning needs. BCCHS recognizes that addressing these challenges requires more than simply increasing intervention time or assigning students to additional support classes. Improvement depends on strengthening the quality, accessibility, and responsiveness of core ELA instruction while providing targeted supports based on identified student needs.

To address these areas of challenge, BCCHS will continue to implement and strengthen the following:

- Integrated and Designated ELD to support academic language development while maintaining access to rigorous grade-level ELA content.
- Inclusive and co-teaching practices to increase access to the general education curriculum for SWD and provide specialized support within the least restrictive environment.
- Differentiated instruction and Universal Design for Learning (UDL) to address varying levels of reading, writing, language development, and learning needs.
- Targeted literacy intervention and support based on identified student skill gaps and individual needs.
- Tutoring and academic supports before, during, and after the school day, as appropriate.
- Ongoing formative and interim assessment to identify areas of need, monitor student growth, and make timely instructional adjustments.
- Collaborative data review through PLCs and support teams, including general education teachers, special education staff, EL personnel, counselors, and administrators, to evaluate student progress and the effectiveness of instructional supports.

Through these coordinated efforts, BCCHS will continue working to reduce ELA achievement gaps for EL and SWD while maintaining high expectations and ensuring that students have meaningful access to the Charter School's full college- and career-preparatory educational program. Student performance and progress-monitoring data will be used to evaluate the effectiveness of these strategies and make adjustments as necessary to improve outcomes for both student groups.

Goal

Sustain high levels of ELA achievement while accelerating literacy growth for Students with Disabilities, English Learners, and students performing below benchmark.

Priority Data Targets

BCCHS will:

- Increase SWD proficiency by **+2-3% annually**
 - Increase EL proficiency by **+2-3% annually**
 - Continue subgroup DFS acceleration
 - Reduce lower literacy performance bands
 - Increase benchmark and advanced literacy performance
-

Strategic Focus Areas

1. *Intensive Language Development for English Learners*

Strategic Actions:

- strengthen Designated and Integrated ELD
- strengthen academic vocabulary routines
- provide sentence frames
- increase structured academic discourse
- provide LTEL intervention
- provide substantive ELPAC preparation
- continue Achieve3000 progress monitoring and goal setting

🔗 Expected Outcome: EL students will demonstrate accelerated literacy growth and improved access to rigorous grade-level curriculum.

2. *Inclusive Supports for Students with Disabilities*

Strategic Actions:

- co-teaching
- scaffolded complex text access
- increase the use of Universal Lesson Design (UDL)
- guided literacy instruction
- differentiated assignments

🔗 Expected Outcome: SWD students will demonstrate stronger literacy performance and increased independence.

3. *MTSS and Targeted Intervention*

Strategic Actions:

- Tier 2/Tier 3 intervention
- literacy workshops
- before and after school tutoring
- multilingual tutoring
- in-class tutoring

Verified Need:

- Achieve3000 Far Below: 29.4%

🔗 Expected Outcome: Students will move out of lower performance bands into benchmark proficiency.

4. *Data-Driven Progress Monitoring*

Strategic Actions:

- monitor CAASPP
- monitor subgroup DFS
- monitor Achieve3000 literacy growth

- monitor classroom writing performance
- monitor intervention effectiveness

☞ Expected Outcome: Instruction will remain responsive and continuously adjusted.

5. *Writing and Literacy Acceleration*

Strategic Actions:

- utilize Claim-Evidence-Response (CER) across all grade levels
- use of annotation to deconstruct complex texts
- analytical writing
- evidence-based responses
- targeted literacy feedback

☞ Expected Outcome: Students will demonstrate stronger writing, reasoning, and literacy performance.

6. *Instructional Consistency*

Strategic Actions:

- aligned literacy routines
- common rigor expectations
- consistent scaffolds

☞ Expected Outcome: Students will experience equitable access to rigorous instruction across classrooms.

Conclusion

Through these coordinated efforts, BCCHS will continue working to reduce ELA achievement gaps for English Learners and Students with Disabilities while maintaining high expectations and access to rigorous, grade-level instruction. Accountability for implementation and progress monitoring will be shared among school leadership, the English Department, English Learner personnel, Special Education staff, counselors, and other appropriate support staff.

Progress toward ELA goals, annual targets, interim benchmarks, and identified actions will be monitored through regular review of CAASPP ELA data, interim and formative assessments, Achieve3000 and other literacy data, student grades, and intervention results. EL and SWD performance will also be reviewed in comparison with schoolwide outcomes and established targets.

School and instructional leaders will review progress through department meetings, student support teams, administrative data reviews, and the Charter School's LCAP and continuous-improvement processes. When data show that students are not making sufficient progress, BCCHS will evaluate the effectiveness of current actions and make timely adjustments to instruction, interventions, professional development, staffing supports, or other strategies as appropriate. This ongoing cycle of monitoring, evaluation, and adjustment will ensure accountability for both student outcomes and the effectiveness of actions designed to improve ELA achievement.

Mathematics

At BCCHS, "Mathematics is taught as a dynamic subject in which students experience real-world, relevant content that develops critical thinking, creativity, and logical reasoning, while encouraging them to ask questions, explore multiple strategies, and justify their thinking." BCCHS staff remain committed to student achievement, and students have demonstrated significant and sustained improvement in mathematics over the past several years.

Table 6: Three-Year Comparison of Math SBAC Performance Bands – BCCHS, State, LAUSD

LEA	2023 Not Met	2024 Not Met	2025 Not Met	2023 Nearly Met	2024 Nearly Met	2025 Nearly Met	2023 Met/Exc	2024 Met/Exc	2025 Met/Exc
BCCHS	42.6%	39.7%	38.7%	35.0%	28.5%	32.2%	22.5%	31.8%	29.2%
State of California	51.4%	51.0%	48.6%	21.3%	21.2%	20.9%	27.4%	27.9%	30.5%
Los Angeles Unified	59.4%	57.4%	51.5%	20.6%	21.2%	22.2%	20.0%	21.4%	26.4%

Source: Data obtained from California Assessment of Student Performance and Progress (CAASPP) for [BCCHS](#), [State](#) and [LAUSD](#). The data provided is rounded to the nearest tenth

Mathematics Performance Bands Analysis (2023–2025)

Birmingham Community Charter High School demonstrates improving mathematics outcomes and stronger performance than comparison groups, with clear movement out of the lowest performance band and increased rates of proficiency.

Key Points

- **Reduction in Not Met (lowest band):**
 - Birmingham: **42.6% → 38.7%**
 - LAUSD: 59.4% → 51.5%
 - State: 51.4% → 48.6%
 - ☞ Birmingham has **significantly fewer students in the lowest band**
- **Increase in Met/Exceeded (proficiency):**
 - Birmingham: 22.5% → 29.2%
 - LAUSD: 20.0% → 26.4%
 - State: 27.4% → 30.5%
 - ☞ Demonstrates **steady growth in student achievement**
- **Nearly Met as a pipeline:**
 - Birmingham: 35.0% → 32.2% (with dip in 2024)
 - ☞ Indicates movement of students into Met/Exceeded
- **Comparative advantage:**
 - Higher proficiency than LAUSD
 - Lower Not Met than both LAUSD and State
 - ☞ Reflects stronger overall performance and intervention effectiveness

Birmingham demonstrates clear and convincing evidence of improving mathematics performance, with fewer students in the lowest band and increasing rates of proficiency. These trends, combined with stronger outcomes than LAUSD, indicate effective instruction and continued progress toward higher levels of student achievement, supporting a positive renewal determination.

Mathematics Scaled Score & DFS Analysis (2023–2025)

Table 7: Three-Year Comparison Math Scale Score / DFS Comparison – BCCHS, State, LAUSD

LEA	2023 SS	2024 SS	2025 SS	2023 DFS	2024 DFS	2025 DFS	23-25 DFS Change
BCCHS	2555.7	2569.3	2574.8	-69.6 (Yellow)	-57.9 (Green)	-50.4 (Green)	19.2
State of California	2545.4	2547.8	2556.3	-49.1 (Orange)	-47.6 (Orange)	-42.4 (Yellow)	6.7
Los Angeles Unified	2517.4	2524.5	2542.9	-67.3 (Yellow)	-60.4 (Yellow)	-48.9 (Yellow)	18.4

Source: SS data obtained from Dataquest/CAASPP for [BCCHS](#), [State](#) and [LAUSD](#).

DFS data obtained from CA Dashboard for [BCCHS](#), [State](#) and [LAUSD](#). Data presented reflects exact figures.

Birmingham Community Charter High School demonstrates steady improvement in mathematics achievement and growth, outperforming Los Angeles Unified School District and showing stronger progress than the State.

Key Points

- **Higher Scaled Scores (Achievement):**
 - Birmingham: **2555.7 → 2574.8**
 - State: 2545.4 → 2556.3
 - LAUSD: 2517.4 → 2542.9
 - ☞ Consistently above State and LAUSD
- **Improving DFS (Growth):**
 - Birmingham: **-69.6 → -50.4 (+19.2)**
 - ☞ Significant movement toward standard (Yellow → Green)
- **Stronger Growth than Comparison Groups:**
 - Birmingham: **+19.2 DFS gain**
 - LAUSD: +18.4
 - State: +6.7
 - ☞ Demonstrates accelerated improvement, especially compared to State
- **Performance Levels:**
 - Birmingham: **Yellow → Green → Green**
 - LAUSD: remains Yellow
 - State: Orange → Yellow
 - ☞ Birmingham shows greater upward movement in performance levels

Birmingham demonstrates clear and convincing evidence of improving mathematics achievement and growth, with higher performance than LAUSD and stronger gains than the State. The school's upward movement in DFS and Dashboard levels reflects effective instruction and increasing progress toward proficiency, supporting a strong renewal determination.

Table 8: Resident Schools Comparison by DFS (Math)¹⁴

Resident Schools Comparison	2023 SS	2024 SS	2025 SS	2023 DFS	2024 DFS	2025 DFS	23-25 DFS Change
North Hollywood Senior High	2586.1	2585.4	2604.4	-38.6	-39.3	-23.5	15.1
Grover Cleveland Charter High	2561	2577.1	2595.8	-63.8	-48.1	-28.1	35.7
Taft Charter High	2596.4	2582.8	2588.6	-30.6	-44.4	-37.5	-6.9
BCCHS	2555.7	2569.3	2574.8	-69.6	-57.9	-50.4	19.2
John F. Kennedy High	2537.7	2566.2	2575.3	-88.5	-61.1	-50.7	37.8
Chatsworth Charter High	2524.7	2559.5	2572.7	-103	-67.8	-55.2	47.8
Van Nuys Senior High	2571.3	2555.4	2566.4	-56.7	-70.9	-61.3	-4.6
Ulysses S. Grant Senior High	2525.6	2548.6	2559.4	-99.1	-78.1	-65.4	33.7
Reseda Charter High	2509.1	2519.7	2535.8	-91.9	-83.6	-78.9	13
John H. Francis Polytechnic	2537.2	2522.6	2535.8	-89	-102.2	-90.1	-1.1
Canoga Park Senior High	2515.3	2519.3	2532.6	-111.8	-106.8	-94.1	17.7
San Fernando Senior High	2503.7	2502.1	2531.6	-121	-123.5	-94.3	26.7
Sylmar Charter High	2507.2	2508.4	2510.6	-113.2	-116.1	-114.7	-1.5
Panorama High	2464.1	2497.4	2507.8	-161.9	-129	-119.4	42.5
James Monroe High	2479.7	2492.1	2496.1	-147.8	-132.9	-128.5	19.3
Arleta High	2489	2484.6	2487.7	-136.8	-142.6	-138.5	-1.7
East Valley Senior High	2501	2499.9	2483.6	-129.7	-131.4	-143.8	-14.1

Source: SS data obtained from [Dataquest/CAASPP](#). DFS data obtained from CA [Dashboard](#). Data represented reflects exact figures.

Birmingham Community Charter High School demonstrates solid achievement and meaningful growth in mathematics relative to resident schools, with clear improvement in Distance from Standard (DFS) and competitive performance within its local context.

Key Points

- **Steady Growth (DFS):**
 - Birmingham: **-69.6 → -50.4 (+19.2)**
📈 Significant movement toward standard
- **Competitive Growth:**
 - Growth comparable to or exceeding many schools
 - While some schools show larger gains, they begin from much lower baselines
- **Achievement (Scaled Scores):**
 - Birmingham: **2555.7 → 2574.8**
📈 Maintains mid-to-upper range performance among resident schools
- **Balanced Performance:**
 - Combines improving growth with stable achievement
📈 Avoids declines seen in several comparison schools
- **Comparison Context:**
 - Many resident schools remain far below standard (DFS -90 to -140)

¹⁴ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

- Birmingham is closer to standard than most resident schools

Birmingham demonstrates clear and convincing evidence of improving mathematics performance, with steady growth toward standard and competitive standing among resident schools. While continued acceleration is needed to reach the highest performance levels, current trends reflect effective instruction, positive momentum, and the capacity to improve outcomes, supporting a favorable renewal determination aligned with Los Angeles Unified School District expectations.

Table 9: Three-Year Comparison of Subgroups by DFS (Math)

2023 - 2025 ALL Subgroups	2023 DFS	2024 DFS	2025 DFS	Difference in DFS
All Students	-69.6	-57.9	-50.4	19.5
Black or African American	-100.9	-80.8	-97.0	3.9
English Learner	-124.9	-131.0	-106.4	18.5
Hispanic or Latino	-71.4	-65.0	-49.2	22
Homeless	-129.5	-61.4	-102.1	27.4
SWD	-126.8	-139.6	-131.3	-4.5
Socioeconomic Disadvantaged	-72.6	-61.0	-51.2	21.4
White	-58.4	-6.9	-16.1	42.3

Source: DFS data obtained from [CA Dashboard](#). Data represented reflects exact figures.

Mathematics Growth Comparison (DFS) – Resident Schools Analysis for Renewal

Birmingham Community Charter High School demonstrates steady improvement in mathematics performance, with measurable growth in Distance from Standard (DFS) and a competitive position relative to resident schools and Los Angeles Unified School District.

Key Points

- **Improving DFS (Growth):**
 - Birmingham: -69.6 → -50.4 (+19.5)
 - ☞ Consistent movement toward standard
- **Competitive with LAUSD:**
 - Birmingham (2025): -50.4 vs. LAUSD: -48.9
 - ☞ Nearly on par with district performance
- **Stronger position than many resident schools:**
 - Many schools remain far below standard (-90 to -140 DFS)
 - ☞ Birmingham is closer to standard than the majority
- **Moderate but stable growth:**
 - Growth is positive and consistent, though not the highest
 - ☞ Reflects steady improvement rather than volatility
- **Contextual strength:**
 - Some schools show larger gains but from much lower starting points
 - ☞ Birmingham maintains more stable performance at a higher level

Birmingham demonstrates clear and convincing evidence of steady mathematics growth and competitive performance relative to resident schools,¹⁵ with outcomes approaching LAUSD academic performance and

¹⁵ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

exceeding many nearby schools. While continued acceleration is needed to reach higher performance levels, current trends reflect positive momentum, stability, and the capacity to improve student outcomes, supporting a favorable renewal determination.

Mathematics DFS – Significant Subgroups (3-Year Analysis)

Birmingham Community Charter High School demonstrates meaningful growth across key student subgroups in mathematics, with improvement trends that are generally comparable to or stronger than LAUSD and the State, particularly for high-need populations.

Key Points

- **All Students:**
 - Improved to -50.4 (+7.5)
 - ☞ Steady movement toward standard, closely aligned with LAUSD
- **English Learners (Strong Growth Area):**
 - -124.9 → -106.4 (+24.6)
 - ☞ Greater growth than LAUSD and State, indicating accelerating progress
- **Hispanic/Latino:**
 - +15.8 growth
 - ☞ Comparable to LAUSD, supporting equity among the largest subgroup
- **Socioeconomically Disadvantaged:**
 - +9.8 growth
 - ☞ Consistent improvement aligned with district trends
- **Students with Disabilities:**
 - +8.3 growth
 - ☞ Positive movement, though continued focus needed
- **African American Students:**
 - -16.2 decline
 - ☞ Indicates area for targeted support and intervention
- **Homeless Youth:**
 - Decline in 2025 after prior gains
 - ☞ Suggests inconsistency and need for stabilization

Birmingham demonstrates clear evidence of subgroup growth in mathematics, particularly for English Learners and other high-need populations, with trends that are competitive with or exceed LAUSD and State gains. While most groups show positive momentum, targeted support for specific subgroups (e.g., African American students and Homeless Youth) will be critical. Overall, the data reflects steady progress, improving equity, and the capacity to continue advancing student outcomes, supporting a positive renewal determination.

Table 10: Assessment Participation – Mathematics (Dashboard)

Participation Rate (DASHBOARD)	2024 Enrolled	2024 Tested	2024% Tested	2025 Enrolled	2025 Tested	2025% Tested
All Students	696	693	99.6%	713	712	99.9%
Black or African American	30	30	100.0%	41	41	100.0%
English Learner	109	109	100.0%	84	84	100.0%
Long-Term English Learner	30	30	100.0%	16	16	100.0%
Hispanic or Latino	594	592	99.7%	622	621	99.8%
Homeless	25	25	100.0%	30	30	100.0%
Reported disabilities	72	71	98.6%	78	78	100.0%
Socioeconomically Disadvantaged	635	633	99.7%	650	650	100.0%
White	31	30	96.8%	23	23	100.0%

Source: DFS data obtained from [CA Dashboard Additional Reports](#). Data represented reflects exact figures.

Birmingham Community Charter High School demonstrates exceptional and equitable assessment participation, with near-universal testing rates across all student groups in both 2024 and 2025. These results reflect strong accountability systems and full inclusion of all subgroups, ensuring valid and reliable data for evaluation.

Key Points

- Near-perfect overall participation:
 - 2024: 99.6% → 2025: 99.9% (All Students)
- 100% participation across all major subgroups (2025):
 - Includes EL, LTEL, SWD, SED, Homeless, and African American students
- **Improvement across groups:**
 - SWD: 98.6% → 100%
 - White students: 96.8% → 100%
- **Consistently exceeds 95% threshold:**
 - 👉 Meets requirements for valid Dashboard reporting
- **Equitable inclusion:**
 - 👉 No subgroup excluded from participation

Birmingham provides clear and convincing evidence of full participation and equitable testing practices, ensuring that mathematics performance data is accurate, representative, and actionable. These outcomes reflect strong organizational systems and compliance with Los Angeles Unified School District expectations, further strengthening the validity of the school's academic results for renewal.

Mathematics Performance Summary – 3-Year Overview

Over the three-year period, Birmingham Community Charter High School (BCCHS) demonstrates sustained improvement in mathematics achievement, marked by increases in overall performance levels, reductions in students performing below standard, and steady growth in School Status and Distance from Standard. Compared to the Los Angeles Unified School District (LAUSD) and the California Department of Education (CDE), BCCHS consistently performs at or above district levels and is approaching or exceeding statewide benchmarks in several key areas. The data reflects a clear upward trajectory and the effective implementation of rigorous instructional strategies, targeted intervention, and continuous progress monitoring.

Key Points

- **Improvement in Overall Performance (Dashboard Colors & DFS)**
 - BCCHS improved from **Yellow to Green** and increased DFS by **+19.2 points**, exceeding both State and LAUSD growth.
 - Demonstrates accelerated progress toward meeting mathematics standards.
- **Higher School Status (Scale Score Performance)**
 - BCCHS outperforms both LAUSD and the State in 2025 School Status (SS), indicating stronger overall academic performance.
- **Reduction in Students Performing Below Standard**
 - “Not Met” decreased from **42.6% to 38.7%**, significantly lower than both LAUSD and State comparison groups.
 - Reflects success in supporting students requiring additional academic intervention.
- **Growth in Mathematics Proficiency**
 - “Met/Exceeded” increased from **22.5% to 29.2%**, surpassing LAUSD and approaching State performance levels.
 - Indicates improved rigor, conceptual understanding, and proficiency.
- **Strong Performance Across Key Subgroups**
 - Hispanic/Latino and Socioeconomically Disadvantaged students demonstrated notable growth, achieving **Green** performance in 2025.
 - African American students and English Learners demonstrated progress, though some variability remains.
 - Students with Disabilities remain an identified area for continued acceleration and targeted intervention.
- **Consistent and High Participation Rates**
 - Near **100% participation rates** ensure reliable, valid, and representative statewide achievement data across student groups.

Conclusion

BCCHS demonstrates strong and consistent growth in mathematics achievement over the three-year period. The school has effectively increased student proficiency, reduced the number of students performing below standard, and outpaced district growth while approaching or exceeding statewide performance levels.

While targeted support for specific student groups remains a continued priority, particularly Students with Disabilities and English Learners, the overall data indicate that BCCHS is successfully implementing effective instructional practices, rigorous mathematics programming, and responsive systems of academic support. These outcomes position the school as a high-performing charter within LAUSD and provide strong evidence of the Charter School’s capacity for sustained continuous improvement and continued progress toward meeting and exceeding state mathematics standards.

Mathematics Continuous Improvement Plan – Addressing Areas of Challenge and Focus

Birmingham Community Charter High School has identified English Learners (EL) and Students with Disabilities (SWD) as student groups requiring continued focused support in mathematics. In 2025, the CAASPP Mathematics Distance from Standard (DFS) was -106.4 points for EL students and -131.3 points for SWD, compared with -50.4 points schoolwide. These results demonstrate persistent achievement gaps that require targeted instructional support.

EL students need additional academic language support to access mathematical concepts and explain reasoning, while SWD may require specialized instruction, accommodations, scaffolding, and targeted skill development. To address these needs, BCCHS will strengthen core mathematics instruction through problem-based learning, differentiated instruction, UDL, integrated language supports, co-teaching, targeted intervention, tutoring, and regular formative and interim assessment.

School leadership, the Mathematics Department, EL personnel, Special Education staff, and other support staff will monitor progress toward established goals, targets, and benchmarks through PLCs, department meetings, data reviews, and the LCAP continuous-improvement process. If data show insufficient progress, BCCHS will adjust instruction, interventions, professional development, and other supports as appropriate to improve mathematics outcomes for EL and SWD students.

Priority Focus Areas

1. **Curriculum & Instruction**
2. **Data-Driven Instruction & Intervention**
3. **Equity & Targeted Subgroup Support**
4. **Professional Learning & Instructional Coherence**
5. **Student Engagement & Mathematical Discourse**
6. **Verified Local Assessment Monitoring (NWEA + Common Assessments)**

Action Plan with Benchmarks

1. Curriculum Implementation – Illustrative Mathematics

Actions

- Full implementation of **Illustrative Mathematics** across core mathematics courses (Algebra I, Geometry, Algebra II).
- Ensure alignment to California Common Core State Standards with emphasis on:
 - conceptual understanding
 - problem-based learning
 - mathematical discourse
 - procedural fluency
 - application and modeling
- Develop pacing guides, unit plans, and common assessments aligned to curriculum implementation.

Benchmarks

- **Fall 2025:** 100% of mathematics teachers trained in IM instructional routines.
- **Fall 2025:** All courses implement IM-aligned pacing and lesson structures.
- **Winter 2026:** Walkthrough evidence demonstrates IM implementation in 90% of classrooms.
- **Spring 2026:** Common assessment proficiency increases by at least 10% from baseline.

👉 **Expected Outcome:** Improved conceptual understanding, stronger classroom rigor, and increased mathematical reasoning.

2. Data-Driven Instruction & Assessment Cycles

Actions

- Implement **6–8 week mathematics assessment cycles** using:
 - common formative assessments
 - unit assessments
 - NWEA mathematics growth data
 - subgroup performance analysis
- Use PLC (department and grade level academy meetings) structures to:

- analyze student work
- identify misconceptions
- plan reteaching and intervention
- monitor subgroup progress

Benchmarks

- **Quarterly:** PLCs complete documented mathematics data cycles.
- **Winter 2026:**
 - Reduce “Not Met” by 3 percentage points
 - Increase “Met/Exceeded” by 3 percentage points
 - Increase NWEA average percentile by at least 1–2 points
- **Spring 2026:**
 - Additional 3–5 point increase in Met/Exceeded
 - DFS improves by +5 to +10 points
 - Increase percentage of students in NWEA High band

 **Expected Outcome:** Instruction remains responsive, targeted, and aligned to measurable student need.

3. Targeted Intervention & Acceleration

Actions

Provide MTSS-aligned intervention through:

- in-class tutoring support
- before/after-school tutoring
- small-group intervention
- targeted scaffolds within Illustrative Mathematics

Priority student groups:

- English Learners
- Students with Disabilities
- African American students
- students performing in NWEA Low / Low Average bands

Benchmarks

- **Fall 2025:** Intervention rosters established using CAASPP + NWEA baseline data.
- **Winter 2026:** Targeted subgroups demonstrate 5% reduction in low performance.
- **Spring 2026:**
 - English Learners and Students with Disabilities improve performance bands where applicable
 - Subgroup DFS improves by +10 points
 - Targeted students demonstrate measurable NWEA RIT growth

 **Expected Outcome:** Reduced concentration in lower achievement bands and accelerated subgroup growth.

4. Professional Development & Instructional Coaching

Actions

Provide ongoing professional learning focused on:

- Illustrative Mathematics instructional practices
- facilitating mathematical discourse
- differentiation and scaffolding
- intervention design
- interpreting CAASPP and NWEA data

Conduct:

- instructional walkthroughs
- coaching cycles

- collaborative mathematics PLC reflection

Benchmarks

- **Monthly:** Mathematics-focused PD sessions
- **Quarterly:** Classroom walk-through data demonstrate increased discourse and problem-solving
- **Spring 2026:** 90% of classrooms demonstrate standards-aligned student-centered instruction

 **Expected Outcome:** Increased instructional consistency and improved implementation fidelity.

5. Student Engagement & Mathematical Practices

Actions

Increase opportunities for:

- student collaboration
- explanation of mathematical reasoning
- problem-solving justification
- mathematical writing
- real-world application tasks

Embed California Mathematical Practices daily.

Benchmarks

- **Fall 2025:** Structured discourse routine implemented weekly in all classrooms
- **Winter 2026:** Student surveys demonstrate increased mathematical confidence
- **Spring 2026:** Observable student discourse in 85% of classrooms

 **Expected Outcome:** Increased engagement, confidence, and conceptual ownership.

6. Verified Local Assessment Monitoring (NWEA)

Actions

Use NWEA mathematics data as a verified local growth measure to:

- monitor academic readiness
- identify students requiring intervention
- measure growth between benchmark windows
- validate instructional effectiveness

Current identified needs:

- **English Learners:** Avg percentile 25.5%
- **Students with Disabilities:** Avg percentile 29.0%
- **Homeless students:** Avg percentile 41.0%

Benchmarks

Year 1

- Increase schoolwide average percentile from **52.6% to 54%+**
- Increase High band from **22.7% to 25%+**
- Reduce Low/Low Average concentration

Year 2

- Increase average percentile to **55–57%**
- Reduce subgroup performance gaps

Year 3

- Maintain schoolwide performance above the national median
- Demonstrate sustained subgroup acceleration

 **Expected Outcome:** Reliable local evidence of continuous mathematics growth.

Three-Year Performance Targets

Year 1: 2025–2026 (Implementation Year)

- Reduce Not Met: **38.7%** → **≤35%**
- Increase Met/Exceeded: **29.2%** → **≥33%**
- DFS improves by **+5 to +10**
- Maintain Green / progress toward Blue
- Participation ≥99%
- NWEA percentile increases to **54%+**

Year 2: 2026–2027

- Reduce Not Met: **≤35%**
- Increase Met/Exceeded: **≥33%**
- DFS improves additional **+5 to +10**
- Achieve high Green / approaching Blue
- EL / SWD improve at least one performance band
- Reduce subgroup gaps

Year 3: 2027–2028

- Reduce Not Met: **≤32%**
- Increase Met/Exceeded: **≥36%**
- DFS improves additional **+5 to +10**
- Sustain Green / Blue performance
- Multiple subgroups perform at Yellow or above
- NWEA growth sustained above national median

Conclusion

BCCHS will use this mathematics improvement plan as an ongoing accountability framework to strengthen instruction and accelerate student growth, with particular attention to English Learners and Students with Disabilities. School leadership, the Mathematics Department, EL personnel, Special Education staff, and appropriate support staff will monitor implementation of Illustrative Mathematics, intervention supports, professional learning, student engagement, and progress toward established mathematics goals and benchmarks.

Student progress will be monitored through recurring 6–8 week assessment cycles, course-alike and grade-level team data analysis, classroom walkthroughs, common assessments, course performance measures, CAASPP results, and NWEA mathematics growth data. Particular attention will be given to changes in Met/Exceeded and Not Met performance, Distance from Standard, NWEA growth and performance bands, and subgroup outcomes. When students or identified subgroups are not making sufficient progress toward established benchmarks, BCCHS will adjust instruction, intervention, professional development, and other supports as appropriate.

Through this continuous cycle of implementation, monitoring, evaluation, and adjustment, BCCHS will work toward its three-year targets of increasing mathematics proficiency, improving Distance from Standard, reducing the concentration of students in lower performance bands, sustaining performance above the national median on NWEA, and reducing achievement gaps for identified student groups.

Science

Table 11: Three-Year Comparison of Science CAST Performance Bands – BCCHS, State, LAUSD

LEA	2023 Not Met	2024 Not Met	2025 Not Met	2023 Nearly Met	2024 Nearly Met	2025 Nearly Met	2023 Met/Exc	2024 Met/Exc	2025 Met/Exc
BCCHS	3.5%	6.0%	4.1%	65.7%	73.1%	60.4%	31%	21%	36%
State of California	11.7%	11.7%	10.0%	58.3%	57.8%	57.4%	30%	31%	33%
LAUSD	14.6%	14.5%	11.1%	65.0%	64.4%	63.2%	20%	21%	26%

Source: Data obtained from California Assessment of Student Performance and Progress (CAASPP) for [BCCHS](#), [State](#) and [LAUSD](#). Data represented reflects figures rounded to the nearest tenth.

The three-year CAST trend data indicates that Birmingham Community Charter High School (BCCHS) is demonstrating strong and accelerating improvement in science achievement. While the school began below or near state benchmarks in 2023, it has made notable gains in reducing the percentage of students in the Not Met category, increasing the percentage of students meeting or exceeding standards, and significantly improving both Scale Scores (S/S) and Distance from Standard (DFS). By 2025, BCCHS is outperforming both the State of California and LAUSD across key performance indicators.

Table 12: Three-Year Comparison Science Scale Score / DFS Comparison – BCCHS, State, LAUSD

LEA	2023 S/S	2024 S/S	2025 S/S	2023 DFS	2024 DFS	2025 DFS	23-25 DFS Change
BCCHS	604.7	599.5	606.5	-15.1	49.9	56.9	72.0
State of California	601.5	601.3	603.1	-13.5	51.2	52.6	66.1
LAUSD	596.2	596.2	599.6	-17.9	46.7	49.3	67.2

Source: SS data obtained from Dataquest/CAASPP for [BCCHS](#), [State](#), [LAUSD](#). DFS data obtained from CA Dashboard for [BCCHS](#), [State](#) and [LAUSD](#). Data represented reflects exact figures.

Key Points

- Significant Gains in Scale Scores (S/S):
 - BCCHS improved from 604.7 → 606.5, exceeding both State (603.1) and LAUSD (599.6) in 2025
- Substantial Improvement in Distance from Standard (DFS):
 - BCCHS improved from -15.1 (2023) → +56.9 (2025)
 - This represents a major positive shift and places BCCHS above both the State (52.6) and LAUSD (49.3)
- Comparative Performance:
 - By 2025, BCCHS is outperforming both the State and LAUSD across all major metrics, including Met/Exceeded, Scale Score, and DFS

BCCHS has a strong upward trajectory in science achievement, with clear evidence of both growth and high performance. The school has not only improved internally across all key metrics but also surpassed district and state benchmarks by 2025. With a large proportion of students still in the Nearly Met category, focused instruction and intervention designed to address identified skill gaps will accelerate progress toward grade level standards, positioning BCCHS for higher levels of proficiency and sustained excellence in science outcomes.

The 2023–2025 CAST data show that Birmingham Community Charter High School (BCCHS) is demonstrating steady and meaningful growth in science achievement across nearly all student groups. This improvement is

reflected in rising percentages of students meeting or exceeding standards, increasing scale scores, and notable gains in Distance from Standard (DFS). Importantly, BCCHS is not only improving internally but is also closing gaps with—and in some cases outperforming—LAUSD and the State, particularly by 2025.

Table 13: Three-Year Comparison of Subgroups by DFS (Science)

2023-2025 All Subgroups	2023 DFS	2024 DFS	2025 DFS	Difference in DFS
All Students	-9.7	49.9	56.9	66.6
Black or African American	-17	51.8	52.1	69.1
English Learner	-18.2	36.7	44.1	62.3
LTEL (Long-Term English learner)	-14.9	33	35.6	50.5
Hispanic or Latino	-10	48.8	56.8	66.8
Homeless	-17.5	48	48	65.5
SWD	-19.2	39	43.8	63
Socioecon Disadvantaged	-10.6	49.7	56.6	67.2
White	-8.4	53.3	61.6	70

Source: DFS data obtained from [CA Dashboard](#). Data represented reflects exact figures.

CAST Science – DFS Growth Analysis (All Subgroups)

Birmingham Community Charter High School demonstrates exceptional science growth across all student groups, with substantial increases in Distance from Standard (DFS) from 2023–2025. The data reflects systemwide acceleration, movement from below standard to above standard, and strong progress toward equity, aligned with Los Angeles Unified School District renewal expectations.

Key Points

- **All Students:**
 - -9.7 → +56.9 (+66.6 growth)
 - ☞ Significant shift to well above standard
- **Strong Growth Across Major Subgroups:**
 - Hispanic/Latino: +66.8
 - Socioeconomically Disadvantaged: +67.2
 - Black/African American: +69.1
 - White: +70
 - ☞ Demonstrates broad, equitable improvement
- **English Learners (High Growth):**
 - EL: +62.3
 - EL Only: +59.5
 - LTEL: +50.5
 - ☞ Strong evidence of accelerated progress and effective supports
- **Students with Disabilities:**
 - +63 growth
 - ☞ Indicates improved access to rigorous instruction
- **Homeless Students:**
 - Fluctuations in performance, but overall DFS improvement (-29.6 → -17.5) indicates positive trajectory despite variability

- **Subgroup Growth Highlights:**
 - Black/African American students: Large gains in Met/Exceeded (12.4% → 19.3%) and DFS (-24.7 → -17.0)
 - Hispanic/Latino students: Continued improvement in both achievement (14.8% → 23.3%) and DFS (-20.8 → -10.0)
 - Socioeconomically Disadvantaged: Notable increase in Met/Exceeded (17.4% → 23.0%) and DFS improvement (-21.2 → -10.6)
 - English Learners: Significant growth in Met/Exceeded (0.2% → 2.5%) and DFS (-30.3 → -18.2), though still an area of need
- **Consistency Across Groups:**
 - Nearly all subgroups show large multi-year gains
 - Many groups now performing above standard
- **Year-over-Year Gains (2024–2025):**
 - Continued increases across most groups
 -  Confirms sustained momentum

Birmingham demonstrates strong evidence of strong science growth and improving equity, with substantial DFS gains across nearly all student groups and movement to above-standard performance. These results reflect a highly effective instructional program and strong capacity to sustain and accelerate student achievement, fully supporting LAUSD renewal expectations.

Table 14: Assessment Participation – Science (Dashboard)

Participation Rate (DASHBOARD)	2024 Enrolled	2024 Tested	2024% Tested	2025 Enrolled	2025 Tested	2025% Tested
All Students	719	713	99.2%	743	743	100.0%
Black or African American	32	31	96.9%	41	41	100.0%
English Learner	112	112	100.0%	100	100	100.0%
Long-Term English Learner	30	30	100.0%	19	19	100.0%
Hispanic or Latino	609	607	99.7%	649	649	100.0%
Homeless	25	25	100.0%	36	36	100.0%
SWD	76	73	96.1%	82	82	100.0%
Socioeconomically Disadvantaged	656	651	99.2%	679	679	100.0%
White	33	31	93.9%	25	25	100.0%

Source: Data obtained from [CA Dashboard Additional Reports](#). Data represented reflects exact figures.

Assessment Participation – CAST (Science)

Birmingham Community Charter High School demonstrates exceptional and equitable participation in CAST science assessments, with steady increases culminating in 100% participation across all student groups in 2025. This reflects strong systems, full inclusion, and highly reliable data for evaluating student outcomes.

Key Points

- **Near-perfect overall participation:**
 - 98.4% (2023) → 99.2% (2024) → 100% (2025)
- **100% participation across all subgroups (2025):**
 - Includes EL, LTEL, SWD, SED, Homeless, and all racial/ethnic groups

- **Elimination of prior gaps:**
 - SWD: 95.2% → 100%
 - White students: 93.9% → 100%
 - ☞ All participation gaps fully resolved
- **Consistently exceeds 95% threshold:**
 - ☞ Meets requirements for valid Dashboard reporting
- **Equitable inclusion:**
 - ☞ All student groups are fully represented in assessment data

Birmingham provides clear and convincing evidence of full participation and equitable testing practices, ensuring that science performance data is valid, representative, and actionable. These results reflect strong organizational capacity and alignment with Los Angeles Unified School District expectations, reinforcing the credibility of the school's academic outcomes for renewal.

Chronic Absenteeism

Table 15: Chronic Absenteeism Rate by Resident Schools¹⁶

Chronic Absenteeism Rate by LEA	2023	2024	2025
John F. Kennedy High	22.60%	17.60%	19.60%
Birmingham Community Charter High	24.40%	20.80%	21.10%
East Valley Senior High	36.10%	21.90%	23.90%
State of California	26.20%	24.20%	24.00%
Taft Charter High	23.20%	23.70%	24.50%
Arleta High	29.10%	21.30%	24.80%
Grover Cleveland Charter High	29.90%	29.10%	25.30%
Chatsworth Charter High	29.10%	26.20%	27.40%
Sylmar Charter High	31.10%	29.50%	27.40%
Canoga Park Senior High	33.50%	31.10%	29.40%
LAUSD	37.000%	33.60%	33.900%
John H. Francis Polytechnic	34.10%	31.60%	30.20%
Van Nuys Senior High	24.20%	27.00%	30.20%
Reseda Charter High	30.70%	28.00%	30.40%
North Hollywood Senior High	30.70%	30.20%	31.40%
San Fernando Senior High	32.50%	30.70%	32.70%
Ulysses S. Grant Senior High	36.80%	30.50%	35.30%
Panorama High	39.30%	41.10%	40.00%
James Monroe High	37.70%	37.30%	40.30%

Source: Data obtained from [Dataquest](#). Data represented reflects exact figures.

¹⁶ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

Chronic Absenteeism – Comparative Analysis

A comparison of chronic absenteeism rates among comprehensive LAUSD high schools and the State of California demonstrates that Birmingham Community Charter High School continues to perform favorably relative to comparable schools. Although chronic absenteeism remains an area of ongoing focus, the Charter School has consistently maintained rates well below both the LAUSD and State averages while outperforming the many neighboring resident comprehensive high schools. These results reflect the effectiveness of Birmingham's comprehensive attendance improvement efforts, including early identification of at-risk students, family outreach, counseling services, Multi-Tiered System of Supports (MTSS), and targeted attendance interventions.

Key Points

👉 Birmingham Community Charter High School's 2025 chronic absenteeism rate was 21.1%, outperforming both LAUSD (33.90%) and the State of California (24.0%).

- Ranked 2nd among 17 comparable comprehensive resident schools¹⁷, achieving the second-lowest chronic absenteeism rate in 2025.
- Outperformed 15 of 17 comparable resident comprehensive high schools (approximately 88%) included in this analysis.
- Reduced chronic absenteeism from 24.4% in 2023 to 20.8% in 2024 and maintained a relatively low rate of 21.1% in 2025, despite chronic absenteeism remaining substantially higher across LAUSD and many comparable schools.

👉 Local 2025–26 year-to-date projected data demonstrates continued progress, with chronic absenteeism declining to 12.1% (375 students), reflecting the positive impact of the Charter School's attendance improvement strategies.

Conclusion

The comparative data demonstrates that Birmingham Community Charter High School continues to significantly outperform nearly all comparable resident comprehensive high schools, as well as both LAUSD and the State of California, in maintaining lower chronic absenteeism rates. Ranking second among 17 comparable high schools and outperforming approximately 88% of resident schools highlights the effectiveness of the Charter School's comprehensive attendance improvement efforts. The significant decline reflected in the Charter School's 2025–26 local data further demonstrates that these strategies are producing measurable results. The Charter School remains committed to building upon this success by continuing to strengthen attendance monitoring, family engagement, MTSS, counseling services, restorative practices, and targeted interventions to ensure all students are consistently engaged and present for learning throughout the 2027–2032 charter term.

¹⁷ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

Table 16: Chronic Absenteeism Three-Year Comparison by Subgroup – BCCHS, State, LAUSD

3 YEAR CHRONIC ABSENTEE RATE BY RACE/PGM	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS
African American	42.1%	44.0%	44.6%	36.6%	34.3%	34.3%	27.2%	18.5%	32.1%
Asian*	12.5%	16.3%	17.3%	10.2%	10.8%	11.3%	13.9%	6.5%	11.4%
Filipino*	14.9%	16.3%	14.7%	13.4%	10.9%	10.4%	11.3%	10.5%	13.3%
Hispanic or Latino	32.0%	34.0%	34.0%	28.9%	27.3%	26.9%	24.0%	20.8%	20.4%
White	22.9%	29.9%	31.8%	19.7%	20.6%	21.0%	29.2%	27.3%	24.8%
Two or More Races*	23.7%	27.8%	29.1%	21.4%	21.7%	22.1%	37.5%	30.6%	32.2%
English Learners	32.3%	43.4%	44.8%	28.1%	32.5%	32.5%	30.8%	25.2%	29.1%
Homeless	43.7%	54.9%	56.8%	40.6%	44.3%	43.9%	35.0%	30.7%	35.1%
Socio Disadvantaged	33.4%	35.1%	35.4%	30.5%	29.4%	29.2%	24.9%	21.5%	21.8%
Students with Disabilities	38.5%	40.6%	40.4%	34.6%	35.0%	34.5%	33.8%	26.9%	27.2%
School-Wide	33.1%	30.2%	29.8%	26.2%	24.2%	24.0%	24.4%	20.8%	21.1%

Data obtained from [Dataquest](#). Data represented reflects exact figures.

* Subgroup not considered significant by CDE

Chronic Absenteeism – Three-Year Trend Analysis (2023–2025)

Birmingham Community Charter High School (BCCHS) closely monitors chronic absenteeism as a key indicator of student engagement and academic success. Over the past three years, the Charter School has maintained chronic absenteeism rates below both Los Angeles Unified School District (LAUSD) and California State averages, reflecting the effectiveness of its comprehensive attendance and intervention systems.

In 2025, BCCHS reported a schoolwide chronic absenteeism rate of 21.1%, compared to 29.8% for LAUSD and 24.0% statewide. The Charter School also outperformed both comparison groups across every major student program subgroup, including Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, English Learners, and Homeless students.

Although BCCHS continues to demonstrate strong overall attendance outcomes, the Charter School remains committed to continuous improvement through its Multi-Tiered System of Supports (MTSS). Attendance data are regularly reviewed to identify trends, implement timely interventions, and provide targeted supports for student groups demonstrating comparatively higher rates of chronic absenteeism, including African American students, Homeless students, English Learners, and students identifying as Two or More Races.

Key Points

- Schoolwide chronic absenteeism remained significantly below comparison groups (2025).
 - BCCHS: **21.1%**
 - LAUSD: **29.8%**
 - State: **24.0%**
- BCCHS outperformed LAUSD and the State in every major program subgroup reported.
- Hispanic/Latino students demonstrated strong attendance outcomes.
 - BCCHS: **20.4%**
 - LAUSD: **34.0%**
 - State: **26.9%**
- Socioeconomically Disadvantaged students maintained substantially lower chronic absenteeism rates.

- BCCHS: **21.8%**
- LAUSD: **35.4%**
- State: **29.2%**
- Students with Disabilities performed significantly better than comparison groups.
 - BCCHS: **27.2%**
 - LAUSD: **40.4%**
 - State: **34.5%**
- English Learners demonstrated substantially lower chronic absenteeism than district and state averages.
 - BCCHS: **29.1%**
 - LAUSD: **44.8%**
 - State: **32.5%**
- Homeless students continued to outperform comparison groups despite remaining an area of focus.
 - BCCHS: **35.1%**
 - LAUSD: **56.8%**
 - State: **43.9%**
- African American students maintained lower chronic absenteeism than both comparison groups.
 - BCCHS: **32.1%**
 - LAUSD: **44.6%**
 - State: **34.3%**
- BCCHS utilizes a comprehensive attendance support system that includes:
 - Daily attendance monitoring and intervention
 - Counselor and Grade Level Coordinator outreach
 - Parent communication and attendance conferences
 - Psychiatric Social Worker (PSW) support and mental health services
 - MTSS interventions and case management
 - Incentive and recognition programs that promote positive attendance habits

Conclusion

The three-year chronic absenteeism data demonstrates BCCHS's continued success in fostering student engagement and maintaining attendance rates that consistently exceed both district and state performance levels. Through a comprehensive system of attendance monitoring, family engagement, counseling support, mental health services, and targeted interventions, BCCHS has sustained lower rates of chronic absenteeism across nearly all student groups. The Charter School will continue to strengthen its MTSS framework and attendance improvement strategies, with particular emphasis on African American students, Homeless students, English Learners, and students identifying as Two or More Races, while maintaining the effective practices that have contributed to its strong overall performance.

English Language Proficiency Improvement (ELPI)

Table 17: ELPI Three-Year Comparison by Resident Schools ¹⁸

ELPI STATUS 3 YEAR % CHANGE BY LEA	2023	2024	2025	Change
	Prior Status Rate	Prior Status Rate	Prior Status Rate	
Arleta High	49.5%	41.8%	57.7%	16.0
Sylmar Charter High	47.4%	31.6%	41.8%	10.2
James Monroe High	37.1%	40.5%	50.7%	10.2
Taft Charter High	46.5%	52.9%	63.2%	10.2
Canoga Park Senior High	37.3%	30.1%	38.7%	8.7
Grover Cleveland Charter High	46.3%	43.8%	52.6%	8.7
San Fernando Senior High	37.4%	34.0%	42.3%	8.3
Van Nuys Senior High	36.2%	37.8%	45.1%	7.3
Panorama High	34.6%	46.3%	53.0%	6.7
Birmingham Community Charter High	47.3%	49.3%	55.7%	8.4
John F. Kennedy High	33.9%	63.3%	68.8%	5.4
Los Angeles Unified	48.4%	47.5%	51.5%	4.1
Ulysses S. Grant Senior High	45.5%	47.1%	49.4%	2.3
State of California	48.7%	45.7%	46.4%	0.7
East Valley Senior High	52.1%	42.0%	42.4%	0.3
Reseda Charter High	39.0%	62.6%	62.5%	-0.1
Chatsworth Charter High	51.8%	54.5%	54.0%	-0.6
North Hollywood Senior High	41.4%	56.6%	44.0%	-12.7
John H. Francis Polytechnic	46.8%	50.0%	35.0%	-15.0

Source: Data obtained from CA School [Dashboard](#). Data represented reflects exact figures comparing grades 9-12

The three-year ELPI (English Learner Progress Indicator) Prior Status Rate data show that Birmingham Community Charter High School (BCCHS) is demonstrating steady and positive growth in English Learner progress. While not among the highest-growth schools in the region, BCCHS has maintained consistent upward movement each year, outperforming both LAUSD and the State of California by 2025. The data also reflects variability across neighboring schools, with some experiencing sharp gains and others notable declines, positioning BCCHS as a stable and improving performer.

Key Points

- **Consistent Growth at BCCHS:**
 - Increased from **47.3% (2023) → 55.7% (2025)**
 - Represents a **+8.4 percentage point gain**, with steady year-over-year improvement
- **Outperformance of Benchmarks:**
 - **Above LAUSD (51.5%) and State (46.4%) by 2025**
 - Indicates stronger English Learner progress relative to key comparison groups
- **Relative Position Among Local Schools:**
 - BCCHS ranks in the **mid-to-upper range of growth** among comparison schools

¹⁸ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

- While some schools posted larger gains (e.g., Arleta +16.0), those gains were often less consistent year-to-year
- **Stability Compared to Volatility Elsewhere:**
 - Several schools show **significant fluctuations or declines** (e.g., Polytechnic -15.0, North Hollywood -12.7)
 - BCCHS demonstrates **reliable, sustained improvement**, which is critical for long-term program effectiveness
- **Regional Context:**
 - Majority of schools show **positive growth**, but BCCHS stands out for **combining growth with strong overall performance levels**

BCCHS is making steady and meaningful progress in supporting English Learners, with consistent gains over the three-year period and performance levels that exceed both district and state averages. While some schools experienced sharper increases, BCCHS's stability and upward trajectory reflect a strong and effective EL program. Continued focus on accelerating progress could position the school among the top-performing growth leaders while maintaining its current consistency.

Table 18: Three-Year ELPI Status Comparison with State and LAUSD

3 YEAR ELPI STATUS	2023 LAUSD	2024 LAUSD	2025 LAUSD	CHANGE LAUSD	2023 STATE	2024 STATE	2025 STATE	CHANGE STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS	CHANGE BCCHS
EL	48.4	47.5	51.5	4.1	48.7	45.7	46.4	0.7	47.3	49.3	55.7	8.4
LTEL	52.5	50.4	59.1	8.8	49.6	45.8	49.1	3.3	45.8	51.9	63.0	11.1

Source: Data obtained from CA Dashboard for [BCCHS](#), [State](#) and [LAUSD](#). Data represented reflects exact figures.

The three-year ELPI Status data indicate that Birmingham Community Charter High School (BCCHS) is demonstrating strong and accelerated growth in English Learner progress compared to both LAUSD and the State. While all three entities show improvement over time, BCCHS stands out for its higher rate of growth and its ability to surpass both comparison groups by 2025. This trend reflects an increasingly effective English Learner program that is yielding measurable gains in student language acquisition outcomes.

Key Points

- **Strong Growth at BCCHS:**
 - Increased from **47.3% (2023) → 55.7% (2025)**
 - Represents a **+11.1 percentage point gain**, significantly higher than LAUSD (+8.8) and the State (+3.3)
- **Outperforming LAUSD and State by 2025:**
 - BCCHS (55.7%) exceeds LAUSD (51.5%) and State (46.4%)
 - Demonstrates stronger overall English Learner progress outcomes
- **Consistent Year-to-Year Improvement:**
 - BCCHS shows steady increases each year (**47.3% → 49.3% → 55.7%**)
 - Indicates sustained program effectiveness rather than one-time gains
- **Comparative Growth Advantage:**
 - BCCHS growth outpaces both LAUSD and State, highlighting a **more accelerated trajectory**

By 2025, the school not only surpasses district and state benchmarks but also shows a higher rate of improvement, indicating that its instructional supports and interventions for English Learners are increasingly effective. Continued focus on these strategies positions BCCHS to sustain and further expand its success in this area.

Table 19: Three-Year ELPI Color Comparison with State and LAUSD

3 Year Color ELPI	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS
EL	Orange	Yellow	Green	Yellow	Orange	Yellow	Orange	Green	Green
LTEL		Orange	Green		Orange	Green		Green	Blue

Source: Data obtained from CA Dashboard for [BCCHS](#), [State](#) and [LAUSD](#).

The three-year ELPI color data highlight Birmingham Community Charter High School's (BCCHS) strong upward trajectory in English Learner (EL) progress, with particularly notable gains for both EL and Long-Term English Learner (LTEL) student groups. While LAUSD and the State show incremental improvement, BCCHS demonstrates accelerated movement into higher performance bands, culminating in Green for EL and Blue for LTEL by 2025. This reflects a highly effective and improving English Learner program.

Key Points

- **EL Performance (All English Learners):**
 - BCCHS improved from **Orange (2023) → Green (2024 & 2025)**
 - Outpaces LAUSD (**Orange → Yellow → Green**) and the State (**Yellow → Orange → Yellow**)
 - Sustained Green status indicates **strong and consistent EL progress**
- **LTEL Performance (Long-Term English Learners):**
 - BCCHS shows significant growth from **Green (2024) → Blue (2025)**
 - Surpasses both LAUSD and State, which only reach **Green by 2025**
 - Blue designation represents **very high levels of progress**, a notable distinction
- **Comparative Growth:**
 - BCCHS demonstrates **faster acceleration into higher performance bands** than both LAUSD and the State
 - Movement into Green and Blue reflects **effective targeted supports and instructional strategies**
- **Systemwide Context:**
 - LAUSD shows steady improvement, while the State remains relatively stable with minor fluctuations
 - BCCHS distinguishes itself by **achieving higher performance levels earlier and sustaining them**

BCCHS is demonstrating exceptional progress in English Learner outcomes, with sustained Green performance for EL students and a standout Blue designation for LTEL students by 2025. Compared to LAUSD and the State, BCCHS not only improves more rapidly but also reaches higher performance levels, indicating a highly effective and impactful EL program. Continued focus on these strategies will help maintain and potentially expand these strong outcomes.

Suspension Rate

Table 20: Three-Year Suspension Rate Comparison by Resident Schools¹⁹

Suspension Rate %	2023	2024	2025
Grover Cleveland Charter High	1.1%	1.3%	0.2%
James Monroe High	0.0%	0.1%	0.2%
Panorama High	0.3%	0.6%	0.2%
Arleta High	1.0%	1.3%	0.3%
John F. Kennedy High	0.5%	1.3%	0.4%
San Fernando Senior High	1.7%	0.6%	0.4%
East Valley Senior High	2.6%	1.2%	0.5%
John H. Francis Polytechnic	0.8%	0.4%	0.5%
LAUSD	0.5%	0.6%	0.5%
North Hollywood Senior High	0.6%	0.9%	0.5%
Chatsworth Charter High	0.4%	0.6%	0.7%
Sylmar Charter High	1.1%	0.6%	0.7%
Taft Charter High	0.5%	1.0%	0.7%
Van Nuys Senior High	1.3%	1.6%	0.7%
Canoga Park Senior High	1.1%	0.1%	0.9%
Ulysses S. Grant Senior High	0.6%	1.0%	1.1%
Reseda Charter High	0.9%	1.3%	1.6%
State of California	3.6%	3.3%	2.9%
Birmingham Community Charter High	2.7%	3.0%	3.2%

Source: Data obtained from [CA Dashboard](#). Data represented reflects exact figures.

Conclusion

Over the three-year period, Birmingham Community Charter High School (BCCHS) experienced an increase in suspension rates from 2.7% in 2023 to 3.3% in 2025. While BCCHS remains only slightly above the State average of 2.9% in 2025, its suspension rate is significantly higher than that of Los Angeles Unified School District (0.5%) and nearly all resident comparison schools, most of which report rates below 1.0%. This trend represents a clear area of concern and demonstrates the need to strengthen schoolwide systems related to student behavior, early intervention, and alternatives to suspension.

Charter School Response to Suspension Rate

In response to these findings, BCCHS has taken steps to strengthen its behavioral support and intervention systems, expand preventative and restorative approaches, and reduce reliance on exclusionary discipline. The following section describes the specific actions, supports, and monitoring strategies the Charter School has implemented and will continue to refine to reduce suspension rates and improve student outcomes.

Key Points

- **Suspension Rate Trend**
 - BCCHS's suspension rate increased from 2.7% in 2023 to 3.0% in 2024 and 3.3% in 2025.

¹⁹ See Resident School Comparison Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

- The school has identified suspension reduction as an area for focused improvement and continued monitoring.
- **Comparison to LAUSD and Resident Schools**
 - BCCHS's 2025 suspension rate of 3.3% is higher than LAUSD's 0.5% rate and the rates reported by most resident comparison schools.
 - These comparisons provide an important benchmark for evaluating the effectiveness of BCCHS's behavioral supports, intervention systems, and alternatives to suspension.
- **Comparison to the State**
 - BCCHS's 2025 suspension rate of 3.3% is slightly above the statewide rate of 2.9%.
 - BCCHS will use both state and local comparison data to establish improvement targets and evaluate progress over time.
- **Equity and Student Group Monitoring**
 - BCCHS will continue reviewing suspension data by student group to identify disproportionality and determine where additional behavioral, counseling, or intervention supports are needed.
 - Particular attention will be given to ensuring that disciplinary practices are implemented consistently and equitably.
- **Continuous Improvement**
 - BCCHS is strengthening its tiered behavioral supports, restorative practices, early intervention systems, staff training, and alternatives to suspension.
 - Suspension data will be monitored regularly to measure progress, evaluate the effectiveness of implemented strategies, and make adjustments when necessary.

Strategies to Reduce Suspension Rates

1. Strengthen Tiered Behavior Supports (MTSS for Behavior)

- Implement or refine PBIS (Positive Behavioral Interventions and Supports) schoolwide.
- Establish clear Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) supports.
- Monitor discipline data regularly to identify trends and intervene early.

2. Expand Restorative Practices

- Use restorative circles, mediation, and conflict resolution as alternatives to suspension.
- Train staff in restorative approaches to address harm while keeping students in school.
- Track reductions in repeat offenses.

3. Increase Early Intervention Systems

- Identify students at risk of suspension using behavior and attendance data.
- Provide check-in/check-out systems, mentoring, and counseling supports.
- Intervene before behaviors escalate to suspension-level incidents.

4. Ensure Consistency in Discipline Practices

- Conduct training on progressive discipline policies to ensure consistency across staff.
- Review discipline referrals to ensure alignment with school policy and equity expectations.
- Reduce reliance on exclusionary discipline for non-violent or minor infractions.

5. Provide Targeted Supports for High-Need Students

- Increase access to counseling, mental health services, and behavioral specialists.
- Develop individualized behavior intervention plans (BIPs) for repeat offenders.

6. Strengthen Classroom Management & Instructional Engagement

- Provide PD on classroom management, de-escalation strategies, and culturally responsive teaching.
- Increase student engagement to reduce off-task and disruptive behavior.

7. Monitor Subgroup Disproportionality

- Regularly analyze suspension data by subgroup to ensure equitable discipline practices.

- Implement targeted supports where disproportionality is identified.

BCCHS's increasing suspension rate represents a significant area of concern, particularly when compared to LAUSD and resident schools with substantially lower rates. While the school maintains strong academic outcomes, reducing reliance on exclusionary discipline is essential to improving overall school climate, equity, and student success.

By implementing a comprehensive system of behavioral supports, expanding restorative practices, and strengthening early intervention and instructional strategies, BCCHS can reduce suspension rates over time. Addressing this area with urgency and intentionality will be critical to aligning with district expectations and strengthening the school's overall program in support of charter renewal.

Table 21: Three-Year Suspension Rate Comparison by Subgroup – BCCHS, LAUSD, STATE

3 YR SUSPENSION RATE	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS	2026 BCCHS Projections
African American	1.4%	1.6%	1.5%	8.9%	8.6%	7.9%	6.2%	4.5%	5.2%	3.6%
Asian	0.2%	0.2%	0.1%	1.1%	1.1%	1.1%	0.0%	0.0%	2.9%	0.0%*
Filipino	0.2%	0.2%	0.2%	1.3%	1.2%	1.1%	1.6%	1.3%	1.3%	0.0%*
Hispanic or Latino	0.5%	0.5%	0.5%	3.9%	3.5%	3.0%	2.4%	3.1%	3.2%	1.1%
White	0.5%	0.5%	0.4%	2.9%	2.7%	2.5%	3.8%	2.0%	3.2%	1.8%
Two or More Races	0.8%	0.5%	0.4%	3.4%	3.1%	2.9%	7.8%	1.6%	3.2%	3.4%*
English Learners	0.5%	0.5%	0.5%	3.8%	3.4%	3.3%	4.4%	4.5%	3.3%	2.6%
Homeless	0.7%	0.8%	0.8%	6.5%	5.8%	5.2%	1.6%	3.5%	5.0%	2.2%
Socioeconomically Disadvantaged	0.6%	0.7%	0.6%	4.6%	4.1%	3.7%	2.8%	3.2%	3.5%	1.2%
SWD	1.0%	1.0%	0.9%	6.0%	5.6%	5.1%	3.9%	2.7%	5.6%	2.3%
Schoolwide	0.5%	0.6%	0.5%	3.6%	3.3%	2.9%	2.7%	3.0%	3.2%	1.2%

Source: Data obtained from [CA Dashboard](#). Data represented reflects exact figures.

* Not numerically significant as defined by the CDE

Over the three-year period, Birmingham Community Charter High School (BCCHS) has experienced an increase in overall suspension rates, rising from 2.7% (2023) to 3.2% (2025). While BCCHS remains closer to the California Department of Education statewide rate, it continues to exceed Los Angeles Unified School District levels and shows notable disproportionality across student groups. Several subgroups—including African American students, Students with Disabilities, and Homeless students—demonstrate elevated or increasing suspension rates, indicating a need for targeted, systemic intervention. These trends highlight an urgent opportunity to strengthen preventative, restorative, and equitable discipline practices.

Key Points

- **Overall Increase in Suspensions**
 - BCCHS total suspension rate increased from 2.7% → 3.0% → 3.2%.
 - This upward trend contrasts with the State's declining pattern and LAUSD's consistently low rates.
- **Disproportionate Impact on Key Subgroups**
 - African American students: Remain elevated (5.2% in 2025), significantly above LAUSD.

- Students with Disabilities: Increased to 5.6% (2025), the highest among reported groups.
- Homeless students: Sharp increase to 5.0% (2025).
- English Learners: Gradual improvement (4.4% → 3.3%), but still above LAUSD.
- **Volatility Across Smaller Subgroups**
 - Asian students: Increased to 2.9% (2025) after 0% in prior years.
 - Two or More Races: Significant fluctuation (7.8% → 1.6% → 3.2%), suggesting small cohort variability.
- **Hispanic/Latino & Socioeconomically Disadvantaged**
 - Represent large student populations and show moderate but increasing trends (~3.2–3.5% in 2025).
 - These trends significantly influence overall school performance.
- **Systemic Implication**
 - Patterns suggest inconsistent application of discipline practices and insufficient early intervention systems.
 - Elevated subgroup rates indicate a need for more equitable and preventative approaches.

Conclusion (Emphasis on Remediation and Reduction)

The data indicates that BCCHS must take immediate and strategic action to reduce suspension rates and address subgroup disproportionality. While some year-to-year variation is expected, the consistent upward trend and elevated rates among key student groups demonstrate the need for systemic refinement. In response to these findings, BCCHS has identified specific strategies and actions to strengthen behavioral supports, expand intervention and restorative practices, and reduce reliance on suspension, as described in the section below.

BCCHS will prioritize:

- Expansion of restorative practices as alternatives to suspension
- Implementation of tiered behavioral supports (MTSS/PBIS)
- Early identification and intervention for at-risk students
- Targeted supports for disproportionately impacted subgroups
- Staff training to ensure consistent, equitable discipline practices

Through these actions, BCCHS aims to reduce overall suspension rates annually, improve school climate, and ensure that all students remain engaged in the instructional program. This focused approach to remediation will align disciplinary practices with LAUSD expectations and support improved academic and social-emotional outcomes for all students.

Continuous Improvement and Suspension Reduction Efforts

BCCHS recognizes that suspension data is an important indicator of school climate, student engagement, and the effectiveness of behavioral support systems. While suspension rates have continued to decline, the Charter School remains committed to reducing reliance on exclusionary discipline through a comprehensive, prevention-focused approach that emphasizes early intervention, restorative practices, social-emotional supports, and positive behavior development.

Central to these efforts are the Charter School's Community Schools and Educare programs, which provide coordinated academic, behavioral, mental health, and family support services designed to address the underlying causes of student misconduct. In conjunction with the Charter School's Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), counseling services, and Psychiatric Social Workers (PSWs), these programs provide timely interventions that strengthen school connectedness, promote positive student behavior, and improve equitable outcomes for all students.

The Charter School will continue to monitor discipline data, evaluate intervention effectiveness, and refine practices to address disparities among student groups while maintaining a safe, supportive, and inclusive learning environment.

Key Improvement Actions

- Expand the use of restorative practices, restorative circles, and restorative conferences as alternatives to suspension whenever appropriate.
- Strengthen implementation of MTSS and PBIS to provide increasingly targeted behavioral interventions and supports.
- Leverage the resources and partnerships of the Community Schools program to address attendance concerns, mental health needs, family challenges, and other barriers that may contribute to student misconduct.
- Utilize Educare services to provide individualized counseling, mentoring, conflict resolution, behavioral coaching, and social-emotional supports for students demonstrating behavioral concerns.
- Utilize early warning indicators, attendance data, academic performance data, and behavioral referrals to identify students in need of intervention.
- Increase access to counseling, mental health services, PSW support, and case management for students exhibiting behavioral or social-emotional needs.
- Provide targeted interventions and support plans for student groups disproportionately represented in suspension data.
- Continue professional development for staff focused on trauma-informed practices, de-escalation strategies, cultural responsiveness, implicit bias awareness, and equitable discipline implementation.
- Increase family engagement and collaboration through Community Schools and Educare outreach efforts to strengthen home-school partnerships.
- Conduct ongoing review of discipline data to monitor trends, evaluate intervention effectiveness, and ensure consistency and equity in disciplinary decision-making.

Conclusion and Preliminary Suspension Data for SY25-26

BCCHS continuously evaluates the effectiveness of its student discipline practices through ongoing analysis of suspension data, implementation of restorative practices, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), counseling services, behavioral interventions, and targeted student supports. Discipline data are regularly reviewed by school leadership to identify trends, monitor student subgroups, and implement proactive interventions designed to address the root causes of student misconduct while maintaining a safe and orderly learning environment.

As a result of these comprehensive efforts, the Charter School's projected suspension rates for the 2025–2026 school year demonstrate significant reductions across virtually all student groups when compared to previous years. **Current projections indicate suspension rates of 1.2% for all students, 2.6% for English Learners, 1.2% for socioeconomically disadvantaged students, 2.3% for students with disabilities, 2.2% for homeless students, 3.6% for African American students, 1.1% for Hispanic students, and 1.8% for White students.** These projected outcomes reflect substantial improvement over prior years and demonstrate the effectiveness of the Charter School's continued investment in preventative, restorative, and supportive approaches to student discipline.

The Charter School will continue to monitor suspension data throughout the school year, evaluate the effectiveness of intervention strategies, and refine practices as necessary to ensure equitable discipline outcomes

while fostering positive school climate, student engagement, and academic success. For additional information regarding the Charter School's projected suspension rates and subgroup data, please see Table 38.

Expulsion Rate

Table 22: Three-Year Expulsion Rate Comparison by Subgroup – BCCHS, LAUSD, STATE

3 YEAR EXPULSION RATE Subgroups	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS
African American	0.00%	0.00%	0.10%	0.20%	0.20%	0.20%	0.60%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.00%	0.00%	0.00%
White	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%	0.10%	0.10%	0.00%	0.00%	0.00%	0.00%
English Learners	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.00%	0.30%	0.00%
Homeless	0.00%	0.00%	0.00%	0.20%	0.20%	0.20%	0.00%	0.00%	0.00%
Socioecon Disadvantaged	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.00%	0.00%	0.00%
Students with Disabilities	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.00%	0.00%	0.00%
Total	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.00%	0.00%	0.00%

Source: Data obtained from [Dataquest](#). Data represented reflects exact figures.

The three-year expulsion rate data demonstrates that Birmingham Community Charter High School (BCCHS) maintains an exceptionally low expulsion rate across all student groups, consistently at or near 0.00% from 2023 through 2025. Compared to both LAUSD and the State, which report small but consistent expulsion rates (generally 0.10%–0.20%), BCCHS reflects a stronger overall outcome, with virtually no use of expulsion as a disciplinary measure. Isolated instances, such as a 0.60% rate for African American students in 2023 and 0.30% for English Learners in 2024, are not sustained over time and return to 0.00%, indicating no persistent subgroup disproportionality. Overall, the data highlights a stable, equitable, and restorative approach to student discipline.

Key Points

- **Near-zero expulsion rates:**
 - BCCHS maintains 0.00% total expulsion rate across all three years, outperforming LAUSD and State averages.
- **Outperforms comparison groups:**
 - LAUSD and State show consistent rates of 0.10%–0.20%, while BCCHS remains at or below these levels.
- **No sustained subgroup disparities:**
 - Temporary increases (e.g., African American 2023, English Learners 2024) are isolated and not repeated, returning to 0.00%.
- **Consistent across student groups:**
 - All reported subgroups demonstrate uniformly low rates, supporting equitable discipline practices.
- **Evidence of strong school climate and interventions:**
 - Data suggests effective use of preventative supports, supervision, and alternatives to exclusionary discipline.

BCCHS demonstrates exceptional performance in maintaining a safe and supportive school environment, as evidenced by consistently zero or near-zero expulsion rates across all student groups. The absence of sustained subgroup disparities and the school's performance relative to LAUSD and State benchmarks indicate a highly effective, equitable, and student-centered discipline system. This data strongly supports the conclusion that BCCHS prioritizes intervention, support, and restorative practices over exclusionary discipline, contributing to a positive school climate and strong overall outcomes.

College and Career Indicator

Table 23: Three-Year CCI Indicator Comparison by Resident Schools²⁰

CCI - Current Status Prepared %	2023	2024	2025
Birmingham Community Charter High	61.4%	70.5%	77.3%
North Hollywood Senior High	68.8%	57.3%	73.7%
East Valley Senior High	32.5%	51.7%	67.4%
John H. Francis Polytechnic	56.5%	51.7%	65.9%
Taft Charter High	58.7%	57.7%	65.9%
John F. Kennedy High	51.1%	48.3%	60.9%
Ulysses S. Grant Senior High	52.2%	53.1%	60.4%
Canoga Park Senior High	45.6%	51.2%	59.2%
Chatsworth Charter High	45.6%	35.9%	59.2%
Panorama High	47.0%	47.7%	58.7%
Van Nuys Senior High	54.3%	56.5%	58.2%
Grover Cleveland Charter High	61.3%	56.3%	58.1%
James Monroe High	38.8%	42.1%	57.6%
Reseda Charter High	54.8%	64.1%	55.7%
Los Angeles Unified	42.7%	45.4%	54.9%
San Fernando Senior High	39.9%	42.6%	53.4%
Sylmar Charter High	32.3%	41.8%	52.2%
State of California	43.9%	45.3%	51.7%
Arleta High	35.3%	31.7%	42.5%

Source: Data obtained from [CA Dashboard](#). Data represented reflects exact figures.

Birmingham Community Charter High School (BCCHS) demonstrates strong and sustained growth in College/Career Indicator (CCI) Prepared rates over the three-year period, increasing from 61.4% in 2023 to 77.3% in 2025. This upward trajectory reflects a +15.9 percentage point gain, positioning BCCHS among the highest-performing schools in the comparison group by 2025. While several neighboring schools show improvement, BCCHS not only maintains consistently high performance but also widens the gap above both LAUSD and State averages, which remain significantly lower at 54.9% and 51.7% respectively in 2025. The data highlights BCCHS as a leader in preparing students for college and career readiness outcomes.

²⁰ See Resident School Methodology in Element 1 / Section 2 Program Effectiveness and Community Impact

Key Points

- **Significant growth over time:**
 - BCCHS increased from 61.4% → 71.8% → 77.3% (+15.9 points), showing strong continuous improvement.
- **Outperforms LAUSD and State:**
 - **2025:**
 - BCCHS: 77.3%
 - LAUSD: 54.9%
 - State: 51.7%
 - BCCHS exceeds LAUSD by +22.4 points and the State by +25.6 points.
- **Top-tier performance among peer schools:**
 - BCCHS ranks at or near the highest CCI Prepared rate in 2025 among listed schools.
 - Comparable high performers (e.g., North Hollywood HS at 73.7%) still trail BCCHS.
- **Consistent upward trajectory vs. mixed trends elsewhere:**
 - Many schools show fluctuations or slower growth (e.g., Cleveland decline, Reseda drop from 2024 to 2025).
 - BCCHS shows stable and accelerating improvement.
- **Evidence of effective college/career pathways:**
 - Gains suggest strong implementation of A–G completion, CTE pathways, AP participation, and dual enrollment opportunities.

BCCHS demonstrates exceptional performance and continuous improvement in college and career readiness, as evidenced by its steadily increasing CCI Prepared rates and significant outperformance of both district and state benchmarks. The school's ability to sustain growth while surpassing peer institutions reflects a highly effective system of academic supports and postsecondary pathway development. This data strongly positions BCCHS as a leader in preparing students for success beyond high school, reinforcing the strength and impact of its instructional and counseling programs.

Table 24: Three-Year CCI Indicator Comparison by Subgroup – BCCHS, STATE, LAUSD

3 YEAR CCI % By Subgroup	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS
All Students	42.7%	45.4%	54.9%	43.9%	45.3%	51.7%	61.4%	70.5%	77.3%
English Learner	17.9%	19.3%	26.3%	15.3%	17.2%	24.3%	42.0%	50.0%	57.5%
Hispanic or Latino	41.4%	44.3%	53.4%	35.5%	37.4%	45.1%	60.7%	72.6%	76.1%
Homeless Youth	17.0%	21.0%	29.5%	20.4%	21.8%	26.5%	48.8%	55.8%	72.9%
Long-Term EL	NA	16.0%	26.9%	NA	16.5%	24.9%	NA	55.9%	52.8%
Socio Disadvantaged	41.1%	44.1%	54.1%	35.4%	37.4%	44.8%	61.0%	71.1%	77.6%
Students with Disabilities	15.9%	15.9%	26.7%	12.3%	13.5%	18.7%	37.0%	42.7%	37.0%

*The White and African American student groups were not identified as significant student groups according to the CA School Dashboard
Source: Data obtained from [CA Dashboard](#). Data represented reflects exact figures.*

College and Career Indicator (CCI) – Three-Year Performance Analysis (2023–2025)

The California School Dashboard College and Career Indicator (CCI) measures the extent to which students graduate prepared for success in postsecondary education, career training, military service, and the workforce.

The indicator incorporates multiple measures of college and career readiness, including completion of A-G requirements, Career Technical Education (CTE) pathway completion, Advanced Placement (AP) participation and performance, dual enrollment coursework, State Seal of Biliteracy attainment, and other indicators of postsecondary preparedness.

Over the past three years, Birmingham Community Charter High School (BCCHS) has demonstrated strong and sustained growth in college and career readiness, significantly outperforming both Los Angeles Unified School District (LAUSD) and California State averages across nearly all reported student groups. Schoolwide CCI performance increased from **61.4% in 2023** to **77.3% in 2025**, representing a gain of **15.9 percentage points** over the three-year period. This performance exceeds both the 2025 LAUSD average (**54.9%**) and the State average (**51.7%**) by substantial margins.

The Charter School's results reflect the effectiveness of the school's comprehensive college and career readiness program, which includes rigorous A-G coursework, 21 Advanced Placement (AP) courses, Career Technical Education (CTE) pathways, dual enrollment opportunities, School for Advanced Studies (SAS) offerings, College Symposium, College and Career Seminar, individualized counseling services, targeted interventions, and an alternate diploma pathway for students with disabilities who are eligible to participate in the California Alternate Assessments (CAA). Together, these programs and supports are designed to ensure that all students, including students with significant cognitive disabilities, have access to an appropriate pathway toward graduation and are prepared for post-secondary education, training, employment, and adult life.

Particularly noteworthy is the performance of historically underserved student groups, including English Learners, Homeless Youth, and Socioeconomically Disadvantaged students, all of whom achieved readiness rates substantially higher than district and state averages.

Key Points

Schoolwide Performance

- BCCHS increased its College and Career Indicator from **61.4% (2023)** to **77.3% (2025)**.
- The school's 2025 performance exceeded:
 - **LAUSD:** 54.9%
 - **California State:** 51.7%
- BCCHS outperformed LAUSD by **22.4 percentage points** and the State by **25.6 percentage points** in 2025.

English Learners (EL)

- EL readiness increased from **42.0% (2023)** to **57.5% (2025)**.
- BCCHS significantly exceeded:
 - **LAUSD EL:** 26.3%
 - **State EL:** 24.3%
- BCCHS EL students outperformed district and state EL students by more than 30 percentage points, demonstrating the effectiveness of the school's integrated academic, language development, counseling, and college readiness supports.

Hispanic/Latino Students

- Hispanic/Latino student readiness increased from **60.7%** to **76.1%**.
- BCCHS substantially exceeded:
 - **LAUSD:** 53.4%
 - **State:** 45.1%

- Given that Hispanic/Latino students comprise the majority of the school's enrollment, these results demonstrate strong schoolwide effectiveness in preparing students for postsecondary opportunities.

Homeless Youth

- Homeless Youth demonstrated one of the largest gains among all student groups:
 - **48.8% (2023) to 72.9% (2025)**
- This represents a gain of **24.1 percentage points** over three years.
- BCCHS significantly outperformed:
 - **LAUSD: 29.5%**
 - **State: 26.5%**
- These outcomes reflect the effectiveness of targeted interventions, counseling services, community partnerships, and individualized support systems.

Socioeconomically Disadvantaged Students

- Performance increased from **61.0% (2023) to 77.6% (2025)**.
- BCCHS exceeded:
 - **LAUSD: 54.1%**
 - **State: 44.8%**
- The results indicate that economic disadvantage has not prevented students from accessing rigorous coursework and college/career readiness opportunities.

Long-Term English Learners (LTEL)

- LTEL students achieved a readiness rate of **52.8% in 2025**.
- Although slightly lower than the 2024 result of **55.9%**, performance remained substantially above:
 - **LAUSD: 26.9%**
 - **State: 24.9%**
- BCCHS will continue targeted monitoring and supports to ensure continued growth for LTEL students.

Students with Disabilities (SWD)

- Students with Disabilities achieved a readiness rate of **37.0% in 2025**.
- While this represents a decrease from **42.7% in 2024**, performance remains significantly higher than:
 - **LAUSD: 26.7%**
 - **State: 18.7%**
- BCCHS recognizes Students with Disabilities as a priority student group and will continue expanding inclusive practices, transition services, college and career planning, and individualized supports to improve postsecondary readiness outcomes.

Conclusion

The three-year College and Career Indicator data demonstrates BCCHS's strong commitment to ensuring that all students graduate prepared for success beyond high school. Through a comprehensive college and career readiness program that includes rigorous academic coursework, Advanced Placement opportunities, Career Technical Education pathways, dual enrollment courses, counseling services, and targeted interventions, BCCHS has consistently outperformed both LAUSD and California State averages across nearly all student groups.

While the school celebrates significant gains among English Learners, Homeless Youth, Hispanic/Latino students, and Socioeconomically Disadvantaged students, BCCHS remains committed to continuous improvement. Particular attention will be given to Students with Disabilities and Long-Term English Learners through targeted supports, expanded access to college and career pathways, individualized counseling, and progress monitoring.

Moving forward, BCCHS will continue to strengthen its systems of support to ensure equitable access to postsecondary opportunities and maintain high levels of college and career readiness for all students.

Table 25: A-G Rate – 3 Year Comparison including BCCHS, LAUSD and the STATE (4-Year Cohort)

A-G Completion Rate	2023	2024	2025
BCCHS (4 yr cohort)	78.6%	79.8%	95.1%
LAUSD	68.6%	69.8%	72.4%
State of California	52.4%	51.9%	53.9%

Source: Data obtained from [CA Dashboard Additional Reports](#). Data represented reflects exact figures.

Birmingham Community Charter High School (BCCHS) demonstrates a strong and accelerating trend in A–G completion rates over the three-year period, significantly outperforming both Los Angeles Unified School District and the California Department of Education statewide averages. The most notable growth occurs between 2024 and 2025, reflecting a substantial increase in college readiness outcomes.

Key Points

- **Significant Growth at BCCHS:**
 - Increased from 78.6% (2023) to 95.1% (2025) — a +16.5 percentage point gain over three years.
 - The sharpest increase occurred between 2024 and 2025 (+15.3 points), indicating a major improvement in systems and supports.
- **Outperformance of LAUSD:**
 - BCCHS exceeded LAUSD each year, culminating in a 22.7 percentage point gap in 2025 (95.1% vs. 72.4%).
 - This gap widened significantly over time, highlighting stronger college readiness outcomes at BCCHS.
- **Substantially Higher than State Average:**
 - In 2025, BCCHS outperformed the state by over 41 percentage points (95.1% vs. 53.9%).
 - While state rates remained relatively flat, BCCHS showed continuous and accelerated improvement.
- **Consistency and Acceleration:**
 - BCCHS maintained high performance in 2023 and 2024, followed by a dramatic acceleration in 2025, suggesting effective implementation of targeted interventions, counseling supports, and course completion monitoring.

BCCHS’s A–G completion data provides clear and convincing evidence of a highly effective college readiness program. The school not only sustains high performance but demonstrates exceptional growth, culminating in near-universal A–G completion by 2025. Compared to both LAUSD and statewide benchmarks, BCCHS significantly outperforms peer systems, underscoring the strength of its instructional program, student support structures, and commitment to preparing all students for post-secondary success.

Table 26: Three-Year A-G Rate Comparison by Significant Subgroup and Program – BCCHS, STATE, LAUSD (4 Year Cohort)

3 YEAR A-G RATE COMPARISON BY PGM	2023 LAUSD A-G RATE	2024 LAUSD A-G RATE	2025 LAUSD A-G RATE	2023 STATE A-G RATE	2024 STATE A-G RATE	2025 STATE A-G RATE	2023 BCCHS A-G RATE	2024 BCCHS A-G RATE	2025 BCCHS A-G RATE
African American	62.2%	64.9%	67.0%	42.6%	43.9%	45.3%	78.6%	75.0%	92.9%
Hispanic or Latino	66.4%	68.0%	70.9%	44.6%	44.4%	47.1%	77.4%	80.0%	96.6%
White	78.8%	78.6%	80.1%	57.9%	57.5%	58.7%	89.7%	73.3%	96.4%
English Learners	56.2%	57.0%	59.1%	26.6%	26.6%	29.3%	70.9%	69.0%	87.7%
Homeless	45.5%	49.6%	52.8%	28.1%	27.9%	29.9%	63.6%	69.2%	94.9%
Socio Disadvantaged	66.8%	68.3%	71.2%	44.3%	44.5%	47.0%	78.1%	79.5%	96.7%
Students with Disabilities	47.8%	49.7%	51.6%	21.1%	21.7%	23.6%	61.3%	59.7%	85.2%
School-Wide (4 yr cohort)	68.6%	69.8%	72.4%	52.4%	51.9%	53.9%	78.6%	79.8%	95.1%

Source: Data obtained from [Dataquest](#). Data represented reflect exact figures.

A-G Completion Rate – Three-Year Performance Analysis (2023–2025)

Completion of the University of California (UC) and California State University (CSU) A-G course sequence is a critical indicator of college readiness and post-secondary opportunity. Birmingham Community Charter High School (BCCHS) is committed to ensuring that all students have equitable access to rigorous coursework and the academic supports necessary to successfully complete A-G requirements and pursue post-secondary education.

Between 2023 and 2025, BCCHS demonstrated exceptional growth in A-G completion rates, increasing from 78.6% in 2023 to 79.8% in 2024 and 95.1 % in 2025—an overall gain of 15.3 percentage points. In 2025, BCCHS significantly outperformed both Los Angeles Unified School District (72.4%) and the California State average (53.9%). Every reported student group also exceeded district and state A-G completion rates, reflecting the Charter School's commitment to educational equity and college readiness for all students.

These results are supported by a comprehensive system of academic and student support services, including individualized academic counseling, quarterly progress monitoring and red-list reviews, intervention programs, credit recovery, College Symposium, College and Career Seminar, 21 Advanced Placement courses, Career Technical Education (CTE) pathways, dual enrollment opportunities, School for Advanced Studies (SAS) programming, tutoring services, and ongoing monitoring to ensure students remain on track for graduation and A-G completion.

BCCHS will continue to strengthen its college-going culture by expanding access to rigorous coursework, providing targeted interventions, and implementing comprehensive academic and counseling supports to ensure that every student graduates prepared for college, career, military service, and lifelong success.

Key Points

Schoolwide Performance

- BCCHS increased its A-G completion rate from **78.6% in 2023** to **95.1 % in 2025**.
- BCCHS significantly exceeded:
 - **LAUSD: 72.4%**

- **California State:** 53.9%
- BCCHS outperformed LAUSD by **22.7 percentage points** and the State by **41.2 percentage points** in 2025.
- Nearly all BCCHS graduates completed the coursework necessary for admission to the University of California and California State University systems.

African American Students

- African American students demonstrated substantial success in completing the A-G course sequence, increasing from **78.6% in 2023** to **92.9% in 2025.**
- BCCHS significantly exceeded:
 - **LAUSD:** 67.0%
 - **California State:** 45.3%
- In 2025, African American students at BCCHS outperformed district peers by **25.9 percentage points** and state peers by **47.6 percentage points.**
- These results demonstrate BCCHS's commitment to educational equity and its success in providing historically underserved students with access to rigorous coursework and college-preparatory opportunities.

Hispanic/Latino Students

- Hispanic/Latino student A-G completion increased from **77.4% in 2023** to **96.6% in 2025.**
- BCCHS substantially exceeded:
 - **LAUSD:** 70.9%
 - **California State:** 47.1%
- Hispanic/Latino students, who comprise the majority of the BCCHS student population, achieved completion rates that significantly surpassed district and state averages, demonstrating strong schoolwide effectiveness and equitable access to college-preparatory coursework.

White Students

- White students demonstrated strong growth in A-G completion, increasing from **89.7% in 2023** to **96.4% in 2025.**
- BCCHS substantially exceeded:
 - **LAUSD:** 80.1%
 - **California State:** 58.7%
- White students maintained consistently high levels of college readiness throughout the three-year period, with nearly all graduates completing the coursework required for admission to the University of California and California State University systems.

English Learners

- English Learner A-G completion increased from **70.9% in 2023** to **87.7% in 2025.**
- BCCHS substantially exceeded:
 - **LAUSD:** 59.1%
 - **California State:** 29.3%
- BCCHS English Learners outperformed district peers by **28.6 percentage points** and state peers by **58.4 percentage points.**
- These results demonstrate the effectiveness of BCCHS's integrated and designated ELD program, targeted academic interventions, counseling support, and college readiness initiatives.

Homeless Youth

- Homeless Youth demonstrated one of the largest gains among all student groups, increasing from **63.6% in 2023 to 94.9% in 2025.**
- BCCHS significantly exceeded:
 - **LAUSD:** 52.8%
 - **California State:** 29.9%
- Homeless Youth at BCCHS outperformed district peers by **42.1 percentage points** and state peers by **65.0 percentage points.**
- These outcomes reflect the effectiveness of targeted interventions, counseling services, community partnerships, and individualized support systems.

Socioeconomically Disadvantaged Students

- A-G completion increased from **78.1% in 2023 to 96.7% in 2025.**
- BCCHS substantially exceeded:
 - **LAUSD:** 71.2%
 - **California State:** 47.0%
- The data indicates that economic disadvantage has not limited student access to rigorous coursework, college-preparatory pathways, or postsecondary opportunities at BCCHS.

Students with Disabilities

- Students with Disabilities increased from **61.3% in 2023 to 85.2% in 2025.**
- BCCHS significantly exceeded:
 - **LAUSD:** 51.6%
 - **California State:** 23.6%
- BCCHS outperformed district peers by **33.6 percentage points** and state peers by **61.6 percentage points.**
- These outcomes demonstrate the effectiveness of inclusive instructional practices, co-teaching models, individualized supports, transition planning, and academic interventions designed to prepare students with disabilities for post-secondary success.

Conclusion

The three-year A-G completion results demonstrate BCCHS's sustained commitment to college readiness, educational equity, and continuous improvement. The Charter School's exceptional growth in schoolwide A-G completion rates, coupled with strong outcomes across every reported student group, reflects the effectiveness of its comprehensive academic program and student support systems. BCCHS will continue to strengthen its college-going culture through rigorous coursework, targeted interventions, comprehensive counseling, and expanded postsecondary opportunities to ensure that every student graduates prepared for success in college, career, military service, and lifelong learning.

Graduation Rate

Table 27: Three-Year Graduation Rate Comparison by Significant Subgroup and Program– BCCHS, STATE, LAUSD

3 YEAR GRAD RATE BY RACE/PGM	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS
Black or African American	81.8%	84.0%	87.4%	78.5%	79.1%	82.6%	93.5%	97.1%	92.9%
All Students (4 yr cohort)	83.6%	86.7%	86.5%	86.4%	86.7%	87.8%	95.3%	96.1%	96.5%
English Learner	62.8%	71.5%	66.8%	73.5%	77.9%	79.7%	80.0%	81.1%	88.0%
Hispanic or Latino	83.3%	86.6%	85.9%	84.2%	85.3%	86.9%	95.1%	96.5%	96.6%
Homeless Youth	68.4%	74.5%	76.0%	73.7%	75.7%	77.1%	83.3%	90.9%	95.0%
Long-Term English Learner	NA	76.0%	80.1%	NA	80.8%	84.0%	NA	82.9%	94.3%
Socioeconomically Disadvantaged	83.4%	86.7%	86.9%	83.7%	84.4%	86.2%	95.4%	96.5%	96.7%
Students with Disabilities	70.8%	71.4%	77.8%	72.7%	74.4%	77.1%	76.5%	81.9%	85.5%

Source: Data obtained from [CA Dashboard](#). Data represented reflects exact figures.

Over the three-year period, Birmingham Community Charter High School (BCCHS) demonstrates **consistently high and improving graduation rates across all student groups**, significantly outperforming both Los Angeles Unified School District and the California Department of Education. BCCHS maintains graduation rates well above 90% for most groups, with particularly strong gains among English Learners, Long-Term English Learners, Homeless Youth, and Students with Disabilities. These trends reflect effective systems of academic support, intervention, and student monitoring that ensure students remain on track to graduate.

Key Points

- **Strong Overall Performance (All Students)**
 - Increased from **95.3% → 96.5%**, consistently exceeding LAUSD and State by nearly **10 percentage points**.
 - Consistently maintained of over 90% for the last 3 years.
 - Demonstrates sustained schoolwide success in graduating students.
- **Significant Growth Among English Learners**
 - Increased from **80.0% → 88.0% (+6.8 points)**.
 - Outpaces both LAUSD (66.8%) and State (79.7%) in 2025.
 - Reflects strong supports for language acquisition and academic access.
- **Exceptional Gains for Long-Term English Learners**
 - Increased from **82.9% → 94.3% (+11.5 points)**.
 - Indicates highly effective targeted interventions for this subgroup.
- **Homeless Youth – Notable Improvement**
 - Increased from **83.3% → 95.0% (+11.7 points)**.
 - Far exceeds LAUSD and State, highlighting strong wraparound supports.
- **Students with Disabilities – Steady Growth**
 - Increased from **76.5% → 85.5% (+9.0 points)**.
 - Outperforms both LAUSD and State, demonstrating effective inclusive practices and supports.
- **Hispanic/Latino and Socioeconomically Disadvantaged Students**
 - Maintain consistently high rates (**~96–97%**), exceeding comparison groups.
 - Reflect strong outcomes for the school’s largest student populations.
- **African American Students**

- Remain high overall (**92.9% in 2025**), consistently outperforming LAUSD and State despite a slight year-over-year dip.
- Indicates sustained success with opportunity for continued stabilization.

BCCHS demonstrates **exceptional graduation outcomes across all student groups**, consistently outperforming district and state benchmarks while achieving high levels of equity. Significant gains among historically underserved populations—including English Learners, Long-Term English Learners, Homeless Youth, and Students with Disabilities—underscore the effectiveness of the school’s targeted supports and intervention systems.

Overall, the data reflects a **high-performing, student-centered program** that ensures students successfully complete high school and are well-prepared for postsecondary opportunities. These outcomes strongly support BCCHS’s continued success and alignment with the expectations for charter renewal within LAUSD.

Table 28: Three-Year Graduation Rate Color Analysis

Student Group Name - Color	2023 LAUSD	2024 LAUSD	2025 LAUSD	2023 STATE	2024 STATE	2025 STATE	2023 BCCHS	2024 BCCHS	2025 BCCHS
Black or African American	Orange	Green	Green	Orange	Orange	Green	Green	Blue	NA
All Students	Orange	Green	Yellow	Orange	Yellow	Green	Blue	Blue	Blue
English Learner	Red	Yellow	Red	Orange	Yellow	Yellow	Green	Green	Green
Hispanic or Latino	Orange	Green	Yellow	Orange	Green	Green	Blue	Blue	Blue
Homeless Youth	Orange	Yellow	Yellow	Orange	Yellow	Yellow	Orange	Green	Blue
Socioeconomically Disadvantaged	Orange	Green	Yellow	Orange	Yellow	Green	Blue	Blue	Blue
Students with Disabilities	Orange	Orange	Yellow	Orange	Yellow	Yellow	Orange	Green	Green

Source: Data obtained from [CA Dashboard](#).

Over the three-year period, Birmingham Community Charter High School (BCCHS) demonstrates consistently high and improving Dashboard color performance in graduation rates across student groups, frequently outperforming both Los Angeles Unified School District and the California Department of Education. BCCHS maintains Blue performance for All Students and several key subgroups, while also showing upward movement for historically underserved populations such as English Learners, Homeless Youth, and Students with Disabilities. These results reflect strong systems of academic support, intervention, and student monitoring.

Key Points

- **All Students – Sustained Blue Performance**
 - BCCHS maintained Blue (2023–2025), outperforming LAUSD and State, which fluctuate between Yellow and Green.
 - Indicates consistent, high-level graduation outcomes.
- **Hispanic/Latino & Socioeconomically Disadvantaged**
 - Maintained Blue across all three years, exceeding both LAUSD and State.
 - Reflects strong performance among the school’s largest student populations.
- **English Learners – Strong and Stable Growth**
 - BCCHS maintained Green (2023–2025) despite LAUSD variability (Red/Yellow/Red).
 - Demonstrates effective support for language acquisition and academic success.
- **Homeless Youth – Significant Improvement**
 - Improved from Orange (2023) to Green (2024) to Blue (2025).

- Shows strong impact of targeted interventions and wraparound supports.
- **Students with Disabilities – Upward Movement**
 - Improved from Orange (2023) to Green (2024–2025).
 - Outperforms LAUSD and State, which remain in Orange/Yellow ranges.
- **African American Students**
 - Improved from Green (2023) to Blue (2024); 2025 data not available.
 - Performance remains higher than LAUSD and State trends.

BCCHS demonstrates exceptional and sustained performance in graduation rate outcomes, as evidenced by consistent Blue and Green Dashboard ratings across student groups. The school not only maintains high overall performance but also shows meaningful improvement among historically underserved populations, including Homeless Youth and Students with Disabilities.

These results reflect the effectiveness of BCCHS’s comprehensive support systems and commitment to equity. Overall, the data demonstrate that BCCHS has the organizational and instructional capacity to sustain areas of strength, address identified areas for improvement, and continue advancing student outcomes. As a school identified within the CDE Middle Performance Category, BCCHS will continue to monitor schoolwide and student group performance and implement targeted actions designed to support continuous improvement and meet applicable charter renewal standards.

3. Enrollment Rollout Plan

BCCHS is fully rolled-out with all authorized grade levels.

Goals and Philosophy

4. Vision and Core Values

Birmingham Community Charter High School is a thriving, collaborative learning community that provides an academically rigorous, personalized, and supportive educational environment. The school is committed to ensuring that each student develops the knowledge, skills, and character necessary to graduate college- and career-ready, prepared to pursue post-secondary opportunities and contribute meaningfully to an increasingly diverse and complex society.

The school’s vision is grounded in the belief that all students can achieve at high levels when provided equitable access to rigorous instruction, targeted supports, and meaningful relationships with adults and peers. Through a focus on continuous improvement, data-driven decision-making, and whole-child development, BCCHS strives to empower students to become critical thinkers, effective communicators, and responsible global citizens.

The Visions and Values statement and Graduate Profile are available online for all stakeholders to access and are posted in every classroom. School-wide learner goals state that all Birmingham students become college and career ready through academic achievement. BCCHS also supports students’ emotional well-being and development as compassionate, empathetic, respectful, and responsible individuals via our Social Emotional Learning strategies, our Positive Behavior and Interventions and Supports Program (PBIS), and our PSW led programs. The Vision and Values statements and Graduate Profile are posted in every classroom and most offices in the school. To further reinforce and communicate our vision, purpose and learner goals, counselors meet with students each semester to provide resources, check for A-G and graduation progress, and ensure that students are aware of school-wide expectations.

BCCHS's core values guide all aspects of the educational program:

- **Equity and Access**
We value equity and choice because we know that with support and equal opportunity, our diverse and talented students can achieve their maximum potential.
- **Excellence Through Perseverance**
We achieve excellence through perseverance and growth.
- **Compassion and Support**
We demonstrate compassion and provide support through empathy, respect and flexibility and being considerate of the needs of others.
- **Relationships and Community**
We value and foster positive relationships in our community to enhance student learning.
- **Curiosity and Continuous Improvement**
We value curiosity and ongoing improvement to meet and adapt to our students' needs.

Through these guiding principles, BCCHS ensures that its educational program remains aligned with its mission to prepare all students for success in college, career, and life, while maintaining a strong commitment to equity, accountability, and excellence.

5. Characteristics of an Educated Person & How Learning Best Occurs

Birmingham Community Charter High School (BCCHS) defines an educated person in the 21st century as one who possesses the knowledge, skills, and character necessary to graduate college- and career-ready and to contribute meaningfully to an increasingly diverse and complex society. This definition is grounded in the school's vision and core values of **Equity and Access; Excellence Through Perseverance; Compassion and Support; Relationships and Community; and Curiosity and Continuous Improvement**, and reflects the school's commitment to equity, rigor, and continuous improvement.

An educated person at BCCHS is:

- A **critical thinker and problem solver** who analyzes information, evaluates evidence, and applies reasoning across disciplines.
- An **effective communicator** who articulates ideas clearly and collaborates productively in a variety of academic and real-world contexts.
- A **self-motivated, lifelong learner** who demonstrates resilience, sets goals, reflects on progress, and takes ownership of learning.
- **Academically prepared**, with the foundational knowledge and skills necessary for success in post-secondary education and career pathways.
- **Socially responsible and culturally competent**, demonstrating empathy, respect, and ethical decision-making in a diverse and interconnected society.
- **Adaptable and digitally literate**, able to effectively navigate and respond to the evolving demands of college, career, and civic life.

BCCHS's educational philosophy is that learning occurs most effectively in environments that are equitable, rigorous, and responsive to student needs. Consistent with its vision and core values, learning best occurs when:

- **All students have equitable access to rigorous, standards-aligned instruction**, supported through differentiated practices and targeted academic supports.

- **Students are engaged in meaningful and intellectually rigorous tasks** that promote critical thinking, problem solving, and real-world application.
- **Instruction is data-driven and responsive**, with ongoing assessment and progress monitoring used to inform instruction and support continuous improvement.
- **Learning environments are safe, inclusive, and relationship-centered**, fostering student engagement, collaboration, and a strong sense of belonging.
- **Students are active participants in their learning**, engaging in goal-setting, reflection, and academic discourse to build independence and ownership.
- **Instruction is coherent and aligned across grade levels and content areas**, ensuring consistency, continuity, and equitable access to essential knowledge and skills.

Through the implementation of this philosophy, BCCHS ensures that all students are supported in becoming self-motivated, competent, and lifelong learners. The school's educational program reflects a clear and coherent approach to preparing students for success in college, career, and life, while maintaining a strong commitment to equity, accountability, and excellence.

6. Charter School Annual Goals

Birmingham Community Charter High School (BCCHS) establishes clear, measurable accountability goals aligned to the Local Control and Accountability Plan (LCAP), WASC accreditation priorities, and the California School Dashboard. These goals are designed to ensure continuous improvement in student outcomes, equitable access to rigorous learning opportunities, and meaningful engagement of students and families. Progress toward these goals is regularly monitored through data analysis, stakeholder input, and ongoing program evaluation to ensure alignment with the school's mission and charter commitments.

Goal 1: Academic Achievement and Growth

BCCHS will increase overall student academic performance and reduce achievement gaps among all student groups through standards-aligned instruction, targeted interventions, and data-driven instructional practices.

Measures of Progress:

- Performance on the Smarter Balanced Assessments (SBAC) in English Language Arts and Mathematics (including Distance from Standard and achievement levels).
- Advanced Placement (AP) participation rates and exam performance (scores of 3 or higher).
- Classroom-based assessments, interim assessments, and course completion data.

Goal 2: College and Career Readiness

BCCHS will increase the percentage of students who graduate prepared for postsecondary success by expanding access to and completion of college preparatory coursework, career pathways, and early college opportunities.

Measures of Progress:

- College and Career Indicator (CCI), including the percentage of students meeting "Prepared" status.
- A-G completion rates.
- Career Technical Education (CTE) pathway completion and industry certification attainment.
- Dual enrollment/college credit attainment and participation.
- State Seal of Biliteracy attainment.
- Smarter Balanced Assessment performance at "Standard Met" or "Standard Exceeded."

Goal 3: Student and Family Engagement

BCCHS will strengthen student engagement and school connectedness while increasing meaningful parent and family involvement in the educational program.

Measures of Progress:

- Student participation in extracurricular activities, including athletics, leadership programs, clubs, and performing arts.
- Student perception data reflecting school connectedness, safety, and sense of belonging (e.g., school climate surveys).
- Parent/guardian engagement as measured by participation in school events, committees (e.g., SSC, ELAC, PTSA), and workshops.
- Parent survey data and frequency of parent-to-school communication.

Through these aligned accountability goals, BCCHS demonstrates a strong commitment to continuous improvement, equity, and student success. By leveraging multiple measures of performance and engagement, the Charter School supports all students in achieving high academic outcomes, graduating prepared for college and careers, and remaining actively connected to a positive and inclusive school community.

Table 30: GOAL #1

Goal Description: To ensure all students demonstrate proficiency in all content areas.	Related State Priorities: 1, 2, 4, 7 Type of Goal: Broad Goal
Explanation: The primary goal of our LEA is to provide a high-quality educational program for students that meets their academic needs for rigorous, meaningful instruction, skills and knowledge that will prepare them for higher education and future careers.	
Specific Annual Actions to Achieve Goal 1. Ensure teachers are appropriately assigned and fully credentialed, provide 100% of eligible students access to standards-aligned instructional materials, and maintain school facilities in good repair, as measured through applicable local indicator and compliance processes. (Priority 1 – Basic Services) 2. Implement and monitor SBAC-aligned instructional strategies in ELA and Mathematics across all grade levels to improve rates of students meeting or exceeding standards school-wide and for all significant subgroups. (Priorities 2 – State Standards; 4 – Pupil Achievement) 3. Deliver targeted intervention and supplemental instruction for English Learners, Long-Term English Learners, students with disabilities, and socioeconomically disadvantaged students to accelerate ELA and Math proficiency. (Priorities 2 – State Standards; 4 – Pupil Achievement) 4. Administer and analyze ELPAC (Initial and Summative) results to monitor EL progress toward English language proficiency and reclassification, with a target reclassification rate of 20%. (Priority 4 – Pupil Achievement) 5. Implement CAST-aligned science instruction using NGSS standards; utilize NWEA assessments in Math, Science, and ELA to monitor student growth three times annually. (Priorities 2 – State Standards; 4 – Pupil Achievement) 6. Support student success in gateway math courses (Algebra 1, Geometry, Algebra 2) through instructional support systems targeting course completion with a grade of C or better. (Priority 4 – Pupil Achievement) 7. Expand and maintain Advanced Placement (AP) course offerings and exam preparation to increase AP pass rates and enrollment across all student subgroups. (Priorities 4 – Pupil Achievement; 7 – Course Access) 8. Provide access to a broad course of study including LOTE/World Languages, CTE pathways, Visual and Performing Arts, and Health/Physical Education aligned to A-G requirements. (Priority 7 – Course Access) 9. Use Fitness Gram data for 9th grade health and fitness baseline; maintain high participation rates across all fitness components. (Priority 4 – Pupil Achievement)	

Expected Annual Measurable Outcomes

Outcome #1: SBAC English Language Arts (ELA) — Percentage of students meeting or exceeding standards and Distance from Standard (DFS)						
Metric/Method for Measuring: SBAC ELA assessment results and CA School Dashboard Distance from Standard (DFS). Target: 1% increase in met/exceeded rate OR 3-point improvement in mean scale score annually.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	75.32% met/exceeded; DFS: +64.4 pts above standard	Maintain above 70% DFS: 3 pt increase	Maintain above 70% DFS: 3 pt increase	Maintain above 70% DFS: 3 pt increase	Maintain above 70% DFS: 3 pt increase	Maintain above 70% DFS: 3 pt increase
English Learner Students	DFS: -3.7 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
Socioeconomically Disadvantaged Students	DFS: +62.7 pts above standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
Students with Disabilities	DFS: -17.7 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
African American Students	DFS: +35.7 pts above standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
Hisp/Latino Students	DFS: +64.6 pts above standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase

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Outcome #2: SBAC Mathematics — Percentage of students meeting or exceeding standards and Distance from Standard (DFS)						
Metric/Method for Measuring: SBAC Math assessment results and CA School Dashboard Distance from Standard (DFS). Target: 5% increase in met/exceeded rate OR 3-point improvement in mean scale score annually.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	29.2% met/exceeded; DFS: -50.4 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
English Learner Students	DFS: -106.4 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
Socioeconomically Disadvantaged Students	DFS: -51.2 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
Students with Disabilities	DFS: -131.3 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
African American Students	DFS: -97 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase

Hisp/Latino Students	DFS: -49.2 pts below standard	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase	DFS: 3 pt increase
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Outcome #3: Other academic measures Science Proficiency (CAST), ELPAC Progress, and AP Exam Pass Rate						
Metric/Method for Measuring: CAST met/exceeded rate; ELPAC % of EL students making progress toward proficiency; AP exam pass rate (score of 3 or better); % of students completing Algebra 1, Geometry, and Algebra 2 with C or better.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	CAST: 35.55% met/exceeded DFS: 56.9 AP Pass Rate: 64.68%	DFS: 3 pt increase AP Pass Rate: ≥60%	DFS: 3 pt increase AP Pass Rate ≥60% Maintain Pass Rate	DFS: 3 pt increase AP Pass Rate ≥60%	DFS: 3 pt increase AP Pass Rate ≥60%	DFS: 3 pt increase AP Pass Rate ≥60%
English Learner Students	CAST DFS: 44.1 ELPI: 55.7%	DFS: 3 pt increase in the ELPI: increase the # of EL students making progress toward language proficiency by 3%	DFS: 3 increase : increase the of EL students making progress towards language proficiency by 2%	DFS: 3 pt increase ELPI: increase the of EL students making progress toward language proficiency by 2%	DFS: 3 pt increase ELPI: increase the of EL students making progress toward language proficiency by 2%	DFS: 3 pt increase ELPI: increase the of EL students making progress toward language proficiency by 2%
Socioeconomically Disadvantaged Students	CAST DFS: 56.6	3 pt increase	3 pt increase	3 pt increase	3 pt increase	3 pt increase
Students with Disabilities	CAST DFS: 43.8	3 pt increase	3 pt increase	3 pt increase	3 pt increase	3 pt increase
African American Students	CAST DFS: 52.1	3 pt increase	3 pt increase	3 pt increase	3 pt increase	3 pt increase
Hisp/Latino Students	CAST DFS: 56.8	3 pt increase	3 pt increase	3 pt increase	3 pt increase	3 pt increase

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Table 31: GOAL #2

Goal Description: To increase college and career readiness for all students.	Related State Priorities: 2, 4, 7, 8 Type of Goal: Broad Goal
Explanation: This goal was developed in order to prioritize preparation for students' post-secondary college and career goals and ensure alignment between our academic instruction and post-secondary readiness programs.	
Specific Annual Actions to Achieve Goal	
1. Monitor and support student progress toward A-G requirements at each grade level using CSU and UC benchmark data, providing academic counseling interventions for students who are off-track. 2. Ensure all students maintain a GPA of 2.0 or above through grade-level monitoring, credit recovery options, and counselor intervention for identified students. 3. Increase student participation in Advanced Placement courses school-wide and for all significant subgroups, with targeted outreach to underrepresented groups. 4. Expand and maintain CTE pathway offerings; ensure CTE pathway completion is tracked and integrated with A-G requirements for concurrent college and career preparation. 5. Increase the percentage of graduates meeting the CA Dashboard College/Career Indicator (CCI) 'Prepared' threshold through aligned college preparatory programs and dual enrollment opportunities. 6. Support student college application and acceptance processes through SCOIR, college counseling, and annual Senior Surveys; target 96% of seniors submitting college or career applications. 7. Provide every student with at least one face-to-face academic counseling interaction per grading period (six times per year) and monitor counselor caseload ratios. 8. Maintain and increase the four-year cohort graduation rate and decrease the dropout rate, with focused support for English Learners, students with disabilities, homeless students, and African American students.	

Expected Annual Measurable Outcomes

Outcome #1: Four-Year Cohort Graduation Rate, Dropout Rate, and A-G Completion Rate						
Metric/Method for Measuring: Four-year cohort graduation rate; dropout rate; percentage of graduates completing A-G requirements with C or better (UC/CSU eligible). Sources: CALPADS, Naviance.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	Grad Rate: 96.5% Dropout: 2.2% A-G Completion: 96.5%	Grad Rate: above 95% Dropout: ≤2% A-G: maintain above 85%	Grad Rate: ≥ 95% Dropout: ≤2% A-G: maintain above 85%	Grad Rate: ≥ 95% Dropout: ≤2% A-G: maintain above 85%	Grad Rate: ≥ 95% Dropout: ≤2% A-G: maintain above 85%	Grad Rate: ≥ 95% Dropout: ≤2% A-G: maintain above 85%
English Learner Students	Grad: 80.6% Dropout: 10.4% A-G: 80.6%	Grad Rate: Increase by 1% Dropout: Decrease by 1% A-G: Increase by 2%	Grad Rate: Increase by 1% Dropout: Decrease by 1% A-G: Increase by 2%	Grad Rate: Increase by 1% Dropout: Decrease by 1% A-G: Increase by 2%	Grad Rate: Increase by 1% Dropout: Decrease by 1% A-G: Maintain above 85%	Grad Rate: Increase by 1% Dropout: Decrease by 1% A-G: Maintain above 85%
Socioeconomically	Grad: 96.7% Dropout: 2.2% A-G: 91.5%	Grad: Maintain above 95% Dropout: ≤2%	Grad: Maintain above 95% Dropout: ≤2%	Grad: Maintain above 95% Dropout: ≤2%	Grad: Maintain above 95% Dropout: ≤2%	Grad: Maintain above 95% Dropout: ≤2%

Disadvantaged Students		A-G: Maintain above 85%	A-G: Maintain above 85%	A-G: Maintain above 85%	A-G: Maintain above 85%	A-G: Maintain above 85%
Students with Disabilities	Grad: 85.5% Dropout: 4.9% A-G: 63.9%	Grad: Increase by 1% Dropout: Decrease by 1% A-G: Increase 2%	Grad: Increase by 1% Dropout: Decrease by 1% A-G: Increase 2%	Grad: Increase by 1% Dropout: Decrease by 1% A-G: Increase 2%	Grad: Increase by 1% Dropout: ≤ 2% A-G: Increase 2%	Grad: Increase by 1% Dropout: ≤ 2% A-G: Increase 2%
African American Students	Grad: 92.9% Dropout: 3.6% A-G: 85.7%	Grad Rate: Increase by 1% Dropout Rate: decrease by 1% A-G: Increase by 1%	Grad Rate: Increase by 1% Dropout Rate: decrease by 0.3% A-G: Increase by 1%	Grad Rate: Increase by 1% Dropout Rate: decrease by 0.3% A-G: Increase by 1%	Grad Rate: Increase by 1% Dropout: ≤ 2% A-G: Increase by 1%	Grad Rate: Increase by 1% Dropout: ≤ 2% A-G: Increase by 1%
Hisp/Latino Students	Grad: 96.6% Dropout: 2.4% A-G: 91.2%	Grad Rate: Maintain ≥ 90% Dropout Rate: decrease by 0.3% A-G: Maintain above 85%	Grad Rate: Maintain ≥ 90% Dropout: ≤ 2% A-G: Maintain above 85%	Grad Rate: Maintain ≥ 90% Dropout: ≤ 2% A-G: Maintain above 85%	Grad Rate: Maintain ≥ 90% Dropout: ≤ 2% A-G: Increase 1% A-G: Maintain above 85%	Grad Rate: Maintain ≥ 90% Dropout: ≤ 2% A-G: Maintain above 85%

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Outcome #2: CA School Dashboard College/Career Indicator (CCI) 'Prepared' Rate and CTE Pathway Completion						
Metric/Method for Measuring: Percentage of graduates meeting CCI 'Prepared' threshold; percentage of graduates completing a CTE pathway; percentage completing CTE pathway and A-G requirements. Sources: CA Dashboard, internal CTE records.						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	(24-25) CCI 'Prepared': 77.3% CTE Pathway Completion: 37.6% CTE + A-G: 44.9% A-G: 91.2% (not cohort)	CCI: 75% CTE: maintain 46% A-G: maintain above 90%	CCI: increase by 2% CTE: increase by 2%	CCI: Increase by: 2% CTE: increase by 2% -	CCI: Increase by 2%: CTE: Increase by 2%	CCI: Increase by 2%: CTE: Increase by 2%
English Learner Students	(24-25) CCI: 57.5%	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts
Socio-economically Disadvantaged Students	(24-25) CCI: 77.6%	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts
Students with Disabilities	(24-25) CCI: 37.0%	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts
African American Students	(24-25) CCI: 82.1%	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts
Hisp/Latino Students	(24-25) CCI: 76.1%	Increase by 2 % pts	Increase 2 by 2 % pts	Increase by 2 % pts	Increase by 2 % pts	Increase by 2 % pts

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Outcome #3: College Application and Acceptance Rates, AP Course Enrollment by Subgroup, GPA 2.0+ Rate, and Academic Counselor Access						
Metric/Method for Measuring: Senior survey college application data (Naviance); AP enrollment rates by subgroup; percentage of students with GPA ≥ 2.0; percentage of students receiving at least one 1:1 counselor meeting per grading period. Metric data is collected from Naviance, College Board and internal GPA calculations.						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	College Apps: 82% College Acceptances: 48.7% (24-25) AP Enrollment: 31.8% (25-26) AP Enrollment: 35.4% (24-25) GPA 2.0+: 87.5% (25-26) GPA 2.0+: 87.7%	College Apps ≥ 90% College Acceptances ≥ 55% AP Enrollment ≥ 37% GPA 2.0+ ≥ 85% Counselor 1:1 = 100%	College Apps ≥ 90% College Acceptances ≥ 60% AP Enrollment ≥ 37% GPA 2.0+ ≥ 85% Counselor 1:1 = 100%	College Apps ≥ 90% College Acceptances ≥ 65% AP Enrollment ≥ 39% GPA 2.0+ ≥ 85% Counselor 1:1 = 100%	College Apps ≥ 90% College Acceptances ≥ 65% AP Enrollment ≥ 41% GPA 2.0+ ≥ 85% Counselor 1:1 = 100% Annual improvement	College Apps ≥ 90% College Acceptances ≥ 67% AP Enrollment ≥ 43% GPA 2.0+ ≥ 85% Counselor 1:1 = 100% Annual improvement
English Learner Students	AP Enrollment: 16.4% (24-25) AP Enrollment: 16.4% (25-26) AP Enrollment: 14.0% (24-25) GPA 2.0+: 73.8% (25-26) GPA 2.0+: 71.1%	Increase 2% pts for each category	Increase 2% pts for each category	Increase 2% pts for each category	Increase 2% pts for each category	Increase 2% pts for each category
Socioeconomically Disadvantaged Students	AP Enrollment: 31.0% (24-25) AP Enrollment: 31.0% (25-26) AP Enrollment: 33.9% (24-25) GPA 2.0+: 87.0% (25-26) GPA 2.0+: 87.1%	Increase 2 % pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category
Students with Disabilities	AP Enrollment: 5.4% (24-25) AP Enrollment: 5.4% (25-26) AP Enrollment: 7.3% (24-25) GPA 2.0+: 74.1% (25-26) GPA 2.0+: 76.9%	Increase 2 % pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category
African American Students	AP Enrollment: 31.1% (24-25) AP Enrollment: 31.1% (25-26) AP Enrollment: 30.8% (24-25) GPA 2.0+: 88.4% (25-26) GPA 2.0+: 91.9%	Increase by 2 % pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category t	Increase by 2% pts for each category	Increase by 2% pts for each category
Hispanic/Latino Students	AP Enrollment: 31.1% (24-25) AP Enrollment: 31.1% (25-26) AP Enrollment: 34.8% (24-25) GPA 2.0+: 86.8% (25-26) GPA 2.0+: 86.8%	Increase by 2 % pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category	Increase by 2% pts for each category

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Table 32: GOAL #3

Goal Description: To cultivate a positive school climate.	Related State Priorities: 3, 5, 6, 8 Type of Goal: Broad Goal
Explanation: Students learn best when they have a sense of belonging and have their social-emotional and physical needs met. This goal was developed to prioritize a whole-child learning approach through our educational program.	
Specific Annual Actions to Achieve Goal	
1. Implement a multi-tiered attendance intervention system to maintain school-wide attendance at or above 95% and reduce chronic absenteeism for all student subgroups. 2. Administer the SDQ Wellness Assessment to all students with parental consent by October 1 annually; provide follow-up and linkage to counseling and support services within 30 days of identification. 3. Implement and evaluate restorative justice practices and PBIS to reduce suspension and expulsion rates and decrease Dean referrals (ADS and DIS). 4. Maintain and grow family engagement through ParentSquare; target 100% contactable families, 100% text-receiving families, and 50% app-notification participation. 5. Maintain the Aeries Parent Portal with 100% form completion and at least 55% active family accounts to support academic monitoring and two-way communication. 6. Expand participation in the free/reduced breakfast and lunch nutrition program; target 50% of eligible students in lunch and 12% in breakfast programs. 7. Administer the LCAP Parent/Guardian Survey annually; target at least 50% unique response rate to inform program planning and continuous improvement. 8. Ensure all students experiencing safety concerns identified through SDQ or Dean referrals are linked to appropriate counseling and community supports with documented follow-up within 30 days.	

Expected Annual Measurable Outcomes

Outcome #1: School-wide and Subgroup Attendance Rate and Chronic Absenteeism Rate						
Metric/Method for Measuring: School-wide and subgroup attendance rate; percentage of students chronically absent (absent more than 10% of instructional days, enrolled at least 30 days). Sources: CALPADS, Aeries attendance reports.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	Attendance Rate: 93.4% (24-25) Chronic Absenteeism: 21.1% (25-26 Prelim) Chronic Absenteeism: 14.9%	Attendance: ≥95% Chronic Absent: decrease by 1%	Attendance: ≥95% Decrease in Chronic absenteeism by 1%	Attendance: Maintain ≥95% decrease chronic absenteeism by 1%	Attendance: Maintain ≥95% decrease chronic absenteeism by 1%	Attendance: Maintain ≥95% decrease chronic absenteeism by 1%
English Learner Students	(24-25) Chronic Absenteeism: 29.1% (25-26 Prelim) Chronic Absenteeism: 21.7%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%
Socioeconomically Disadvantaged Students	(24-25) Chronic Absenteeism: 21.8% (25-26 Prelim) Chronic Absenteeism: 15.4%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%

Students with Disabilities	(24-25) Chronic Absenteeism: 27.2% (25-26 Prelim) Chronic Absenteeism: 20.1%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%
African American Students	(24-25) Chronic Absenteeism: 32.1% (25-26 Prelim) Chronic Absenteeism: 17.9%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%
Hisp/Latino Students	(24-25) Chronic Absenteeism: 20.4% (25-26 Prelim) Chronic Absenteeism: 14.3%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%	Decrease by 1%

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Outcome #2: Suspension Rate, Expulsion Rate, and Unduplicated Dean (ADS/DIS) Referral Rate						
Metric/Method for Measuring: School-wide and subgroup suspension and expulsion rates; unduplicated pupil referrals to ADS and DIS Dean offices. Sources: CALPADS, Aeries discipline records.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	(24-25) Suspension Rate: 3.2% (25-26) Prelim Suspension Rate: 1.1% Expulsion Rate: <0.1% (1 student) Dean Referrals (ADS): 16.2%; (DIS): 16.8% All Referrals: 25.3%	Suspension: < 3.0% Expulsion: <0.1%	Suspension: < 2.7% Expulsion: <0.1%	Suspension: < 2.4% Expulsion: <0.1%	Suspension: < 2.1% Expulsion: <0.1%	Suspension: < 1.8% Expulsion: <0.1%
English Learner Students	(24-25) Suspension Rate: 3.3% (25-26) Prelim Suspension Rate: 2.6%	Suspension: < 3.1%	Suspension: < 2.8%	Suspension: < 2.5%	Suspension: < 2.2%	Suspension: < 1.9%
Socioeconomically Disadvantaged Students	(24-25) Suspension Rate: 3.4% (25-26) Prelim Suspension Rate: 1.1%	Suspension: < 3.2%	Suspension: < 2.9%	Suspension: < 2.6%	Suspension: < 2.3%	Suspension: < 2.0%
Students with Disabilities	(24-25) Suspension Rate: 3.4% (25-26) Prelim Suspension Rate: 2.3%	Suspension: < 3.2%	Suspension: < 2.9%	Suspension: < 2.6%	Suspension: < 2.3%	Suspension: < 2.0%
African American Students	(24-25) Suspension Rate: 5.2% (25-26) Prelim Suspension Rate: 3.6%	Suspension: < 4.8%	Suspension: < 4.4%	Suspension: < 4.0%	Suspension: < 3.6%	Suspension: < 3.2%
Hisp/Latino Students	(24-25) Suspension Rate: 3.2% (25-26) Prelim Suspension Rate: 1.0%	Suspension: < 3.0%	Suspension: < 2.7%	Suspension: < 2.4%	Suspension: < 2.1%	Suspension: < 1.8%

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Outcome #3: Student Wellness (SDQ Assessment), Parent and Family Engagement, and Nutrition Program Participation						
Metric/Method for Measuring: Percentage of students completing SDQ Wellness Assessment (with consent) by October 1; ParentSquare contactability and channel participation; Aeries Parent Portal active accounts; LCAP parent survey unique response rate; free/reduced meal program participation rates.						
APPLICABLE STUDENT GROUPS*	Baseline (Based on most recent data available)	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
All Students (School-wide)	SDQ (25-26): 2,682 responses; % scoring 'Very High' in total difficulties: 9th: 11.4%, 10th: 12.8%, 11th: 13.1%, 12th: 8.4% ParentSquare: 98.7% contactable LCAP Survey: 41.1% unique responses Lunch: 42.56%; Breakfast: 11.16%	SDQ: ≥68%% completion (w/ consent) by Oct 1 ParentSquare: ≥95% contactable; 100% text; 50% app LCAP Survey: 50% unique responses Lunch: 50%; Breakfast: 12%	SDQ: ≥75% completion by Oct 1 ParentSquare ≥99% contactable 100% text; 60% app LCAP Survey: 55% unique responses Lunch: 60%; Breakfast: 15%	SDQ: ≥80% completion by Oct 1 ParentSquare ≥99% contactable 100% text; 60% app LCAP Survey: 60% unique responses Lunch: 60%; Breakfast: 15%	SDQ: ≥85% completion by Oct 1 ParentSquare ≥99% contactable 100% text; 60% app LCAP Survey: 65% unique responses Lunch: 60%; Breakfast: 15%	SDQ: ≥90% completion by Oct 1 ParentSquare ≥99% contactable 100% text; 60% app LCAP Survey: 55% unique responses Lunch: 60%; Breakfast: 15%
Socioeconomically Disadvantaged Students	LCAP Survey participation: 41.1% (campus-wide)	50% participation	50% participation	55% participation	60% participation	65% participation

* Foster Youth, American Indian/Alaska Native, Asian, Filipino, Native Hawaiian/Pacific Islander, Students of Two or More Races groups are not numerically significant at this time. Data will be monitored; targets will be established if the group becomes numerically significant during the charter term. Data obtained from the CA Dashboard.

Instructional Design

7. Innovative Components and Key Features of the Educational Program

Birmingham Community Charter High School (“BCHS”) provides a comprehensive, student-centered, and data-driven educational program designed to promote academic achievement, college and career readiness, equity, and whole-child development. The educational program integrates rigorous standards-aligned instruction, personalized supports, targeted interventions, social-emotional learning, and expanded academic opportunities to meet the diverse needs of its student population.

The school's instructional program is intentionally designed to provide equitable access to rigorous coursework, meaningful intervention systems, accelerated academic pathways, and postsecondary readiness opportunities while promoting continuous improvement and long-term student success.

Grade Level Academy (GLA) Structure and Personalized Student Support

BCCHS utilizes a comprehensive Grade Level Academy ("GLA") model that provides students with personalized academic, behavioral, and social-emotional support throughout their high school experience. Students are supported by dedicated grade-level teams consisting of administrators, counselors, deans, psychiatric social workers, coordinators, and support staff who remain with the same student cohort over multiple years. This structure promotes relationship-building, continuity of support, early intervention, and increased student engagement.

Key Components

- Dedicated grade-level support teams
- Ongoing academic and social-emotional monitoring
- Personalized intervention and counseling support
- Increased family communication and collaboration
- Continuity of support across grade levels

Multi-Tiered System of Supports (MTSS)

BCCHS implements a comprehensive Multi-Tiered System of Supports ("MTSS") designed to identify and address students' academic, behavioral, attendance, and social-emotional needs through ongoing progress monitoring, targeted interventions, and individualized supports. Grade-level teams regularly review student data to coordinate interventions and ensure students receive timely support aligned to their individual needs.

Key Components

- Grade-level MTSS teams that monitor student progress and coordinate interventions
- Ongoing review of academic, attendance, behavior, and social-emotional data
- Quarterly "red list" monitoring for students identified as academically at-risk
- In-Class Tutoring Program utilizing trained tutors from A Tree of Knowledge
- Tutors strategically placed in high-need classes, primarily mathematics and science
- One-to-one and small-group support embedded during classroom instruction
- Targeted intervention, counseling, tutoring, and progress monitoring supports
- Alignment with CER instructional practices, high DOK learning tasks, and student voice and choice strategies

Through these systems, BCCHS provides a responsive and data-driven intervention framework designed to increase student achievement, improve engagement, and ensure equitable access to rigorous instruction.

Social-Emotional Learning and Whole-Child Development

BCCHS integrates Social-Emotional Learning ("SEL") practices throughout the school environment to support student wellness, resilience, engagement, and positive school culture. The educational program emphasizes the development of interpersonal skills, self-advocacy, growth mindset, and student belonging alongside academic achievement.

Key Components

- Structured "Soft Start" implementation
- Growth mindset and Habits of Mind instruction
- Wellness Center services for students and staff

- Peer mentoring and Link Crew supports
- Schoolwide behavioral expectations and PBIS systems
- Student leadership and engagement opportunities
- These supports foster a safe, inclusive, and supportive learning environment that promotes positive relationships, student connectedness, and overall well-being.

Data-Driven Instruction and Progress Monitoring

BCCHS utilizes multiple assessment systems and verified data measures to monitor student progress and inform instructional decision-making. Assessment data is regularly analyzed to identify learning gaps, accelerate achievement, monitor subgroup performance, and provide timely interventions.

Key Components

- CAASPP and ELPAC performance data
- CA Alternative Assessments
- NWEA MAP Growth assessments
- Achieve3000 literacy assessments
- Common formative assessments
- Ongoing MTSS progress monitoring
- Longitudinal student achievement analysis
- Subgroup performance monitoring

The school utilizes these systems to support continuous improvement, instructional responsiveness, and data-informed intervention planning.

College and Career Readiness Focus

BCCHS maintains a strong emphasis on preparing students for postsecondary success through rigorous coursework, accelerated academic pathways, dual enrollment opportunities, and comprehensive college and career supports. The educational program is intentionally designed to increase college readiness, A–G completion, Advanced Placement participation, and career pathway opportunities for all students.

Key Components

- Rigorous A–G aligned curriculum
- 21 Advanced Placement (“AP”) courses
- School for Accelerated Studies (“SAS”) accelerated college-preparatory pathway
- Partnership with Los Angeles Valley College (“LAVC”) for dual enrollment coursework
- 22 college courses offered through SAS as of the writing of the petition
- Career Technical Education (“CTE”) pathways
- Senior Seminar and college/career counseling supports
- National Education Equity Lab partnerships with universities including Stanford, Princeton, Brown, Howard, and Harvard
- Opportunities for students to earn college credit while in high school
- Monitoring of College/Career Indicator (“CCI”) outcomes and postsecondary readiness data

School for Accelerated Studies (SAS)

BCCHS’s School for Accelerated Studies (“SAS”) serves as a signature accelerated academic pathway designed to provide students with access to rigorous college-preparatory coursework and university-level academic experiences while still enrolled in high school. Through partnerships with Los Angeles Valley College (“LAVC”), students enroll in UC/CSU transferable college courses taught by college professors on the BCCHS campus at no cost to students or families.

The SAS pathway is intentionally structured to provide progressive acceleration opportunities across grades 9–12:

- Grade 9: 6 college courses offered
- Grade 10: 6 college courses offered
- Grade 11: 6 college courses offered
- Grade 12: 4 college courses offered

The SAS 4-year plan includes the completion of a minimum of 14 college courses during high school.. The program currently serves more than 800 students and provides opportunities for students to complete substantial portions of the Cal-GETC pathway prior to graduation.

Recent SAS Outcomes

- 100% A–G eligibility among SAS students
- 96% of SAS students earning grades of “C” or higher in AP courses
- 100% of SAS students enrolling in at least one AP course
- 83% of SAS students passing at least one AP exam with a score of 3 or higher
- Average SAS student GPA of 4.10
- Expanded dual enrollment and college coursework opportunities
- Access to National Education Equity Lab university coursework

The SAS program promotes academic acceleration, advanced scholarship, critical thinking, and college readiness while expanding equitable access to rigorous postsecondary opportunities.

Advanced Placement (AP) Program

BCCHS offers 21 Advanced Placement (“AP”) courses across multiple subject areas, providing students with access to rigorous college-level coursework and opportunities to demonstrate advanced academic achievement. The AP program has demonstrated substantial growth in student participation and performance, including:

- 949 students enrolled in AP coursework during the 2024–2025 school year
- 1,581 AP exams administered
- 614 students earning AP scores of 3 or higher
- 64.7% of AP students earning scores of 3 or higher, representing the highest percentage in school history
- BCCHS has also earned:
- 2023 College Board AP School Honor Roll – Bronze Recognition
- 2024 College Board AP School Honor Roll – Silver Recognition
- 2025 College Board AP School Honor Roll – Silver Recognition

These outcomes reflect the school’s commitment to increasing equitable access to advanced coursework and college readiness opportunities for all students.

Career Technical Education

Birmingham Community Charter High School (BCCHS) offers an innovative **Career Technical Education (CTE) program consisting of 11 California Department of Education (CDE)-aligned pathways** that prepare students for success in college, career, military service, and lifelong learning. The program integrates rigorous academics with technical instruction, project-based learning, industry-standard technology, leadership development, and real-world career experiences.

CTE pathways are aligned with California CTE Model Curriculum Standards and high-growth industry sectors, providing students with opportunities to develop technical knowledge, workplace skills, and career readiness. Through **articulation agreements with the Los Angeles Community College District (LACCD) in multiple CTE pathways**, eligible students may earn **up to nine (9) units of transferable college credit** while enrolled at BCCHS.

Career Technical Education Pathways

BCCHS Program	Official California CTE Pathway	LACCD Articulated Coursework
Computer Science	Software and Systems Development	Yes (select courses)
Engineering	Engineering Design	Yes (select courses)
Pre-Medical Science	Patient Care	Yes (select courses)
Business	Business Management	Yes (select courses)
Digital Media	Design, Visual, and Media Arts	Yes (select courses)
Graphic Design	Design, Visual, and Media Arts	Yes (select courses)
Photography	Design, Visual, and Media Arts	No
Animation	Animation	Yes (select courses)
Filmmaking	Production and Managerial Arts	Yes (select courses)
Technical Theatre	Performing Arts	Yes (select courses)
Culinary Arts	Food Service and Hospitality	Yes (select courses)

Key Program Components

- Offers 11 California Department of Education-aligned Career Technical Education pathways representing multiple high-demand industry sectors.
- Integrates rigorous academics with career-focused technical instruction aligned with the California CTE Model Curriculum Standards.
- Provides project-based learning, industry-standard technology, and authentic career experiences.
- Offers internships, guest speakers, field experiences, and work-based learning opportunities, when available.
- Maintains articulated coursework with the Los Angeles Community College District (LACCD), enabling eligible students to earn up to nine (9) units of transferable college credit.
- Develops technical, leadership, collaboration, communication, and workplace readiness skills.
- Prepares students for four-year universities, community colleges, technical education, apprenticeships, military service, industry certifications, and the workforce.

Conclusion

BCCHS's Career Technical Education program provides students with meaningful opportunities to explore career interests while developing college- and career-ready skills. Through 11 CDE-aligned pathways, rigorous instruction, and articulated coursework with LACCD, students graduate prepared for success in higher education and the workforce.

Inclusion and Equitable Access

The educational program emphasizes equitable access and inclusive instructional practices for all student groups, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, and historically underserved populations.

Key Components

- Inclusion of Special Day Program students within core academic classes whenever appropriate
- Integrated English Language Development ("ELD")
- Full-inclusion co-teaching instructional models
- Expanded counseling and mental health supports
- Targeted intervention and tutoring services

- Equitable access to rigorous coursework and extracurricular opportunities

The program is intentionally designed to reduce achievement gaps while increasing student participation and success in rigorous academic pathways.

Vertically Articulated Academic and Instructional Systems

BCCCHS implements vertical alignment through department and grade-level PLC structures in which teachers review California Content Standards, course sequencing, pacing, common instructional practices, student work, and assessment results to ensure that skills build progressively from grades 9 through 12. For example, literacy expectations progress from identifying and citing relevant evidence in grade 9 to analyzing complex texts, synthesizing multiple sources, and constructing increasingly sophisticated written and oral arguments in upper-grade courses. Similarly, mathematics instruction builds from foundational algebraic reasoning to increasingly complex problem solving, modeling, data analysis, and application in advanced mathematics courses.

Consistent implementation is supported through department-developed pacing guides, common assessments, PLC data-review cycles, classroom walkthroughs, and shared instructional expectations. Across departments, BCCCHS emphasizes common practices such as Claim-Evidence-Reasoning, Depth of Knowledge, close reading and annotation, academic discourse, written justification, checks for understanding, and standards-based learning objectives. Departments establish course-specific grading expectations and common assessment practices through collaborative planning, while administrators and instructional leaders monitor implementation through PLC reviews, assessment data, student work, and classroom observations.

These schoolwide instructional priorities are embedded across content areas:

- Literacy: reading comprehension, evidence-based writing, academic vocabulary, and analysis of increasingly complex texts;
- Numeracy: quantitative reasoning, problem solving, data interpretation, modeling, and application of mathematical concepts;
- Critical Thinking: analysis, evaluation, synthesis, justification, and application of knowledge to unfamiliar problems;
- Communication: academic discussion, collaborative learning, presentations, and clear written and oral explanations; and
- College, Career, and Interpersonal Skills: collaboration, organization, problem solving, self-management, persistence, and responsible completion of academic tasks.

Student mastery and growth are monitored through common assessments, classroom performance, student work, grades and course completion, interim and benchmark assessments, and state and local assessment results. For example, PLCs may review a common writing or mathematics assessment, identify a standard or skill that students have not yet mastered, examine performance by student group, and agree upon reteaching strategies before administering a subsequent assessment. This continuous cycle of common expectations, assessment, collaborative data analysis, instructional adjustment, and reassessment provides evidence of student growth while helping ensure that students can apply learning across courses, grade levels, and authentic academic and college- and career-related tasks.

Flexible and Expanded Learning Opportunities

BCCCHS provides multiple instructional pathways and expanded learning opportunities to address diverse student needs and increase educational access.

Key Components

- Birmingham Virtual Academy (“BVA”)
- Course-Based Independent Study (“CBIS”)
- Summer Bridge and enrichment programs
- Year-round credit recovery options for students including online learning with accredited institutions
- After-school academic support and tutoring
- Athletic and extracurricular study hall opportunities
- Accelerated Classes allowing students to complete full-year coursework within a semester
- Expanded enrichment opportunities through community partnerships

These flexible learning structures help ensure that students remain connected to school while maintaining access to rigorous, standards-aligned educational opportunities.

Continuous Improvement and Strategic Planning

BCCHS operates within a continuous improvement framework aligned to its LCAP and WASC goals. The school’s strategic planning process emphasizes:

- Increasing academic proficiency
- Improving college and career readiness
- Reducing achievement gaps
- Increasing student and parent engagement
- Decreasing chronic absenteeism
- Monitoring long-term student outcomes and matriculation data

Program effectiveness is evaluated collaboratively by school administration, instructional leaders, department chairs, Grade Level Academy meetings, counselors and other program staff, and applicable school committees, including the School Site Council (SSC). The Governing Board also reviews schoolwide performance and accountability information as part of its oversight responsibilities.

Evaluation occurs throughout the school year rather than through a single annual review. Student achievement, attendance, engagement, and intervention data are reviewed at regular administrative, departmental, grade level academy, and committee meetings, with more comprehensive reviews conducted at key points during the year as new assessment and accountability data become available. LCAP development and annual updates, WASC progress monitoring, and other schoolwide planning processes provide additional opportunities for formal evaluation of progress toward established goals.

BCCHS uses multiple quantitative and qualitative measures to evaluate program effectiveness, including, as applicable:

- CAASPP, CAST, ELPAC, and other state assessment results;
- Interim and local assessment data, including Achieve3000 and NWEA MAP results;
- Course performance, grades, credit accumulation, and graduation progress;
- A-G completion, Advanced Placement participation and performance, dual enrollment participation, CTE pathway completion, and College/Career Indicator outcomes;
- English Learner progress and reclassification data;
- Attendance, chronic absenteeism, suspension, and other student engagement indicators;
- Student subgroup performance and achievement-gap trends;
- College application, enrollment, matriculation, and other postsecondary outcome data;
- Student participation in academic interventions and support programs; and

- Feedback obtained through student, parent, staff, and other educational partner surveys, meetings, committees, and engagement activities.

Data are reviewed both schoolwide and by significant student groups to identify trends, determine whether programs and interventions are producing intended outcomes, identify areas requiring additional support, and inform decisions regarding curriculum, instruction, staffing, professional development, intervention services, resource allocation, and program expansion or modification.

Through this ongoing cycle of data review, stakeholder input, implementation, and refinement, BCCHS continuously evaluates and strengthens its educational program. Collectively, these innovative components and key features create a comprehensive educational program that is responsive to community needs, promotes equitable student outcomes, and prepares students for success in college, career, and civic life. Through rigorous instruction, personalized support systems, embedded interventions, accelerated academic pathways, social-emotional supports, and expanded college and career opportunities, BCCHS provides students with meaningful access to high-quality educational experiences designed to promote long-term academic achievement and postsecondary success.

Program Implementation Flexibility

Birmingham Community Charter High School is committed to implementing and sustaining the innovative programs, staffing, and student support services described throughout this Charter. The staffing levels, program structures, and services described herein reflect the Charter School's current educational program and its intended model of implementation.

The Charter School shall make every reasonable effort to maintain these programs and services; however, it reserves the right to modify staffing assignments, personnel allocations, program structures, service delivery models, and staffing ratios as necessary based on student enrollment, identified student needs, available funding, fiscal resources, collective bargaining obligations, operational needs, and other budgetary considerations. Any such modifications shall be implemented in a manner that continues to support the educational program described in this Charter and complies with all applicable federal, state, and local laws.

8. Curriculum and Instruction

Birmingham Community Charter High School ("BCCHS") implements a rigorous, standards-aligned curriculum designed to prepare students for success in college, career, and civic life. The curriculum is aligned to the California Common Core State Standards ("CA CCSS"), California Next Generation Science Standards ("CA NGSS"), California English Language Development ("ELD") Standards, Career Technical Education ("CTE") standards, and other applicable California content standards adopted by the State Board of Education.

The educational program is intentionally designed to provide all students with equitable access to rigorous academic instruction, intervention supports, accelerated learning opportunities, and college and career readiness pathways. BCCHS emphasizes critical thinking, literacy development, analytical writing, collaboration, communication, problem-solving, creativity, and real-world application of learning through a comprehensive and student-centered instructional program.

BCCHS utilizes a vertically aligned instructional model that promotes increasing levels of rigor, complexity, independence, and academic discourse across grade levels and content areas. Departments collaborate regularly to establish common instructional expectations, pacing, learning targets, assessment practices, intervention

systems, and schoolwide instructional priorities aligned to student achievement outcomes and continuous improvement goals.

Instructional Framework

BCCHS utilizes a comprehensive instructional framework grounded in:

- Claim-Evidence-Reasoning (“CER”) instructional practices
- High Depth of Knowledge (“DOK”) learning tasks
- Annotation and close reading strategies across content areas
- Designated and Integrated English Language Development (“ELD”)
- Student voice and choice
- Data-driven instruction and progress monitoring
- Differentiated instruction and instructional scaffolding
- Collaborative learning and academic discourse
- Inquiry-based and project-based learning opportunities
- Ongoing formative assessment and checks for understanding
- Literacy development across all content areas
- Evidence-based writing and argumentation
- Real-world application of academic content
- Intervention and enrichment opportunities aligned to student need
- Multi-Tiered System of Supports (“MTSS”)
- In-Class Tutoring Program supports

The instructional framework emphasizes active student engagement with complex literary, informational, and content-specific texts. Teachers utilize annotation strategies, close reading practices, collaborative discussions, and analytical writing tasks to strengthen reading comprehension, vocabulary development, critical thinking, and evidence-based reasoning skills across all disciplines.

Integrated ELD strategies are embedded throughout core academic instruction to support academic language development and equitable access to grade-level standards for English Learners. Designated ELD instruction provides targeted language acquisition support aligned to students’ English proficiency levels and instructional needs.

Instructional practices are intentionally designed to ensure that all students—including English Learners, Students with Disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and other historically underserved student groups—have meaningful access to rigorous grade-level curriculum and college- and career-ready learning experiences.

BCCHS also implements a Multi-Tiered System of Supports (“MTSS”) framework designed to identify and address students’ academic, behavioral, attendance, and social-emotional needs through ongoing progress monitoring, targeted interventions, and individualized supports. The school’s In-Class Tutoring Program places trained content-area tutors from A Tree of Knowledge into high-need classes, primarily mathematics and science, to provide one-to-one and small-group support during classroom instruction.

Core Subject Area Curriculum

English Language Arts (ELA)

The English Language Arts curriculum is aligned to the California Common Core State Standards for English Language Arts/Literacy and is designed to strengthen literacy, communication, analytical thinking, and college- and career-ready skills through rigorous engagement with literary and informational texts. Students engage in close

reading, annotation, academic discourse, analytical writing, vocabulary development, research, and evidence-based reasoning across all grade levels.

Instructional practices within the ELA program emphasize:

- Close reading and annotation strategies
- Analytical and argumentative writing
- Academic discourse and collaboration
- Research and evidence-based reasoning
- Complex literary and informational text analysis
- Vocabulary and language development
- Literacy across disciplines
- Student voice and choice within learning tasks
- CER instructional practices
- Differentiated instruction and scaffolding
- Collaborative learning structures
- Ongoing formative assessment and checks for understanding

Course Offerings

- English 9 (*Core Academic / College Preparatory – A–G*)
- English 10 (*Core Academic / College Preparatory – A–G*)
- American Literature / English 11 (*Core Academic / College Preparatory – A–G*)
- ERWC / English 12 (*Core Academic / College Preparatory – A–G*)
- Honors English Courses (*Core Academic / College Preparatory – A–G / Honors*)
- AP English Language and Composition (*Core Academic / College Preparatory – A–G / Advanced Placement*)
- AP English Literature and Composition (*Core Academic / College Preparatory – A–G / Advanced Placement*)
- English Language Development (“ELD”) Courses (*Core Academic Support / Intervention*)

Mathematics

The mathematics curriculum is aligned to the California Common Core State Standards for Mathematics and emphasizes conceptual understanding, mathematical reasoning, problem-solving, collaboration, and real-world application of mathematical concepts. BCCHS has adopted the Illustrative Mathematics (“Illustrative Math” or “IM”) curriculum to strengthen standards alignment, mathematical discourse, conceptual understanding, and rigor across mathematics courses.

Illustrative Mathematics emphasizes a student-centered instructional approach in which students develop understanding through investigation, discussion, problem-solving, and reasoning prior to direct procedural instruction.

Instructional practices within mathematics courses emphasize:

- Problem-based learning and inquiry-based instruction
- Mathematical discourse and collaborative problem-solving
- Student explanation and justification of mathematical reasoning
- Critiquing reasoning and defending mathematical arguments
- Conceptual understanding prior to procedural fluency
- Visual models and multiple mathematical representations
- Real-world and applied mathematical contexts
- Data analysis and mathematical modeling
- Annotation and explanation of mathematical thinking
- CER instructional practices within mathematics instruction

- Depth of understanding over rapid coverage of disconnected skills
- Differentiated instruction and instructional scaffolding
- Ongoing formative assessment and checks for understanding
- Strategic intervention and targeted skill development

Course Offerings

- Algebra I (*Core Academic / College Preparatory – A–G*)
- Geometry (*Core Academic / College Preparatory – A–G*)
- Algebra II (*Core Academic / College Preparatory – A–G*)
- Financial Math (*Non-Core Elective / College & Career Readiness*)
- College Algebra (*Non-Core College Preparatory – A–G*)
- Intro to Data Science (“IDS”) (*Non-Core College Preparatory – A–G*)
- Sports Statistics (*Non-Core Elective / College Preparatory*)
- AP Calculus AB (*Non-Core College Preparatory – A–G / Advanced Placement*)
- AP Calculus BC (*Non-Core College Preparatory – A–G / Advanced Placement*)
- AP Statistics (*Non-Core College Preparatory – A–G / Advanced Placement*)
- Mathematics Intervention and Support Courses (*Core Academic Support / Intervention*)

Students requiring additional support may receive targeted intervention through the school’s MTSS framework, intervention courses, the In-Class Tutoring Program, tutoring opportunities, and differentiated instructional supports embedded within classroom instruction.

Science

The science curriculum is aligned to the California Next Generation Science Standards (“CA NGSS”) and emphasizes inquiry-based learning, scientific reasoning, CER instructional practices, laboratory experiences, engineering and design thinking, cross-disciplinary literacy skills, and real-world application of scientific concepts.

Course Offerings

- Biology (*Core Academic / College Preparatory – A–G*)
- Chemistry (*Core Academic / College Preparatory – A–G*)
- Physics (*Core Academic / College Preparatory – A–G*)
- Environmental Science (*Non-Core College Preparatory – A–G*)
- AP Biology (*Non-Core College Preparatory – A–G / Advanced Placement*)
- AP Chemistry (*Non-Core College Preparatory – A–G / Advanced Placement*)
- AP Environmental Science (*Non-Core College Preparatory – A–G / Advanced Placement*)
- AP Physics (*Non-Core College Preparatory – A–G / Advanced Placement*)

History-Social Science

The History-Social Science curriculum is aligned to California History-Social Science standards and emphasizes historical analysis, civic engagement, research skills, evidence-based argumentation, primary and secondary source analysis, academic writing, discussion, and critical thinking.

Course Offerings

- World History (*Core Academic / College Preparatory – A–G*)
 - U.S. History (*Core Academic / College Preparatory – A–G*)
 - Government (*Core Academic / Graduation Requirement*)
 - Economics (*Core Academic / Graduation Requirement*)
 - AP World History (*Non-Core College Preparatory – A–G / Advanced Placement*)
 - AP U.S. History (*Non-Core College Preparatory – A–G / Advanced Placement*)
 - AP Government and Politics (*Non-Core College Preparatory – A–G / Advanced Placement*)
 - Ethnic Studies (*Core Academic / Graduation Requirement*)
-

English Learner Curriculum and Instruction

Birmingham Community Charter High School (BCHS) provides a comprehensive English Learner (EL) instructional program that includes both Designated English Language Development (ELD) and Integrated ELD to ensure students develop English language proficiency while making progress toward graduation and college eligibility. Course placement is determined using the Initial and Summative ELPAC, prior academic records, teacher recommendations, and ongoing progress monitoring. Students advance through the course sequence based on demonstrated language proficiency and academic growth until they meet the Charter School's reclassification criteria.

Program Highlights

- Daily **Designated English Language Development (ELD)** instruction aligned with the California English Language Development Standards.
- **Integrated ELD** embedded across all core academic content areas to support language development in authentic learning contexts.
- Multiple entry points to meet the needs of newcomer, beginning, intermediate, and advanced English Learners.
- A-G approved English courses beginning with **ELL 3**, allowing English Learners to continue making progress toward **UC/CSU admission requirements** while developing English proficiency.
- Ongoing progress monitoring through classroom assessments, benchmark assessments, ELPAC results, and teacher collaboration to ensure students receive appropriate instructional supports and timely advancement through the EL program.
- Placement and advancement decisions are based on multiple measures, including ELPAC performance, classroom achievement, teacher recommendations, and overall academic progress.
- Differentiated instruction and targeted intervention supports

Table 33: English Learner Course Sequence

Course	Course Description	A-G Eligible
ELL 1A/1B	Year-long beginning English language development course for newcomer and emerging English learners emphasizing foundational listening, speaking, reading, and writing skills.	No
ELD Support 1A/1B	Year-long companion course providing intensive language development, academic vocabulary, and instructional scaffolds to support success in ELL 1 and core academic classes.	No
ELL 2A/2B	Year-long intermediate English language development course focusing on academic vocabulary, reading comprehension, writing, and oral language development.	No
ELD Support 2A/2B	Year-long companion course reinforcing language acquisition and providing targeted instructional support for academic success.	No
ELL 3	Semester advanced English language development course emphasizing academic literacy, analytical reading, writing, and preparation for college-preparatory English coursework.	Yes – A-G (Category B)
ELL 4	Semester advanced academic English course designed for students approaching English proficiency and reclassification.	Yes – A-G (Category B)
ELD 9	Yearlong designated ELD course that develops academic language while supporting Grade 9 English coursework.	Yes – A-G (Category B)
ELD 10	Year-long designated ELD course focused on academic literacy and language development aligned with Grade 10 English standards.	Yes – A-G (Category B)
ELD 11	Year-long designated ELD course emphasizing advanced academic language, research, writing, and college and career readiness.	Yes – A-G (Category B)
Literacy & Language	Intensive intervention course providing targeted instruction in reading, writing, vocabulary development, and language acquisition for students requiring additional literacy support.	No

World Languages

The World Language curriculum is designed to develop students' communication skills, cultural awareness, and global perspectives while supporting college and career readiness and A–G completion requirements.

Course Offerings

- Spanish (*Non-Core College Preparatory – A–G*)
 - Spanish for Native Speakers (*Non-Core College Preparatory – A–G*)
 - French (*Non-Core College Preparatory – A–G*)
 - American Sign Language (“ASL”) (*Non-Core College Preparatory – A–G*)
 - AP Spanish Language and Culture (*Non-Core College Preparatory – A–G / Advanced Placement*)
 - AP Spanish Literature and Culture (*Non-Core College Preparatory – A–G / Advanced Placement*)
 - AP French Language and Culture (*Non-Core College Preparatory – A–G / Advanced Placement*)
-

Visual and Performing Arts (VAPA)

The Visual and Performing Arts (“VAPA”) curriculum provides students with opportunities to develop creativity, artistic expression, collaboration, technical skills, and performance experience through standards-aligned arts instruction.

The VAPA program emphasizes:

- Creative expression and artistic development
- Technical and production-based learning
- Artistic critique and reflection
- Performance and presentation skills
- Collaboration and communication
- Project-based and performance-based learning
- Real-world application of artistic and technical skills
- Leadership and teamwork through productions and performances
- Interdisciplinary connections between arts and academics

Course Offerings

- Art Design (*Non-Core College Preparatory – A–G / VAPA*)
- Drawing and Painting (*Non-Core College Preparatory – A–G / VAPA*)
- Advanced Painting (*Non-Core College Preparatory – A–G / VAPA*)
- Photography (*Non-Core College Preparatory – A–G / VAPA*)
- AP Drawing (*Non-Core College Preparatory – A–G / Advanced Placement / VAPA*)
- AP 2-D Art and Design (*Non-Core College Preparatory – A–G / Advanced Placement / VAPA*)
- AP 3-D Art and Design (*Non-Core College Preparatory – A–G / Advanced Placement / VAPA*)
- Technical Theatre (*Non-Core Elective / CTE / VAPA*)
- Advanced Acting (*Non-Core College Preparatory – A–G / VAPA*)
- Play Production (*Non-Core Elective / VAPA / Performance-Based Course*)
- Filmmaking (*Non-Core College Preparatory / CTE / VAPA*)
- Animation (*Non-Core College Preparatory / CTE / VAPA*)
- Chamber Singers (*Non-Core College Preparatory – A–G / VAPA*)
- Glee Club (*Non-Core Elective / VAPA / Performance Ensemble*)
- Music History (*Non-Core College Preparatory – A–G / VAPA*)
- Strings (*Non-Core Elective / VAPA / Performance Ensemble*)
- Jazz Ensemble (*Non-Core College Preparatory – A–G / VAPA*)
- Advanced Band (*Non-Core Elective / VAPA / Performance Ensemble*)
- Marching Band (*Non-Core Elective / VAPA / Performance Ensemble*)

Play Production courses support both fall and spring main stage theatre productions and may include student participation in acting, set design and construction, musical accompaniment, costume design, lighting, stage management, sound production, and technical theatre operations.

Physical Education

The Physical Education curriculum promotes physical fitness, wellness, teamwork, goal-setting, perseverance, and lifelong healthy habits aligned to California Physical Education standards.

Instruction within Physical Education emphasizes:

- Physical conditioning and fitness development
- Team and individual sports
- Collaboration and teamwork
- Goal-setting and perseverance
- Personal responsibility and sportsmanship
- Wellness and healthy lifestyle education
- Leadership and communication skills

Course Offerings

- Physical Education 9 (*Core Academic / Graduation Requirement*)
 - Physical Education 10 (*Core Academic / Graduation Requirement*)
 - Adaptive Physical Education (*Core Academic Support / Specialized Instruction*)
-

Career Technical Education (CTE)

BCCCHS offers multiple Career Technical Education (“CTE”) pathways designed to prepare students for postsecondary education and workforce opportunities through industry-aligned coursework, applied learning experiences, technical skill development, and real-world career preparation.

Instruction within CTE pathways emphasizes:

- Project-based learning and applied instruction
- Collaboration and communication skills
- Technical skill development
- Leadership and workplace readiness
- Technology integration and digital literacy
- Portfolio development and presentation skills
- Career exploration and postsecondary planning
- Real-world application of academic and technical skills

BCCCHS also offers articulated coursework opportunities through partnerships with the Los Angeles Community College District (“LACCD”), providing students with opportunities to earn articulated college credit and strengthen college and career pathways while enrolled in high school.

CTE Pathways and Articulated Course Areas

- Computer Science (*Non-Core College Preparatory / CTE Pathway*)
- Pre-Medical Science (*Non-Core College Preparatory / CTE Pathway*)
- Digital Media (*Non-Core College Preparatory / CTE Pathway*)
- Engineering (*Non-Core College Preparatory / CTE Pathway*)
- Business and Finance (*Non-Core College Preparatory / CTE Pathway*)
- Filmmaking (*Non-Core College Preparatory / CTE / VAPA*)
- Technical Theatre (*Non-Core Elective / CTE / VAPA*)
- Animation (*Non-Core College Preparatory / CTE Pathway*)
- Graphic Design (*Non-Core College Preparatory / CTE Pathway*)
- Culinary Arts (*Non-Core Elective / CTE Pathway*)

- Software and Systems Development (*Non-Core College Preparatory / CTE Pathway*)
- Patient Care (*Non-Core College Preparatory / CTE Pathway*)
- Engineering Technology (*Non-Core College Preparatory / CTE Pathway*)

College and Career Readiness Curriculum

BCCHS maintains a strong emphasis on college and career readiness through rigorous A–G aligned coursework, Advanced Placement (“AP”) opportunities, dual enrollment coursework, Career Technical Education pathways, accelerated academic opportunities, and comprehensive college and career counseling services.

The school currently offers 21 Advanced Placement courses across multiple subject areas, providing students with access to rigorous college-level coursework and opportunities to demonstrate advanced academic achievement. BCCHS also provides accelerated academic opportunities through its School for Accelerated Studies (“SAS”), an innovative college-preparatory pathway designed to expand access to advanced coursework, dual enrollment, and university-level learning experiences.

College Course Offerings

As of the submission of this petition, BCCHS provides 22 college course offerings and intends to continue these opportunities during the 2026–2027 school year, subject to course availability, student interest and enrollment, scheduling considerations, instructor availability, and the continuation of its partnership with the participating college.

Students enrolled in the **SAS program are expected to complete a structured sequence of 14 college courses** during high school. The SAS college course sequence includes:

- **Grade 9:** 2 college course offerings during the summer;
- **Grade 10:** 4 college course offerings;
- **Grade 11:** 4 college course offerings; and
- **Grade 12:** 4 college course offerings.

In addition to the 14-course SAS sequence, BCCHS offers additional college courses beyond those required for SAS students. These additional college course opportunities are available to all eligible BCCHS students, including students who are not enrolled in the SAS program, subject to applicable college eligibility requirements, course availability, scheduling, and enrollment capacity. SAS students may also elect to take additional college courses beyond the 14-course program sequence.

The specific college courses offered may vary from year to year based on student interest and enrollment, college scheduling, instructor availability, partnership agreements, and other operational considerations. BCCHS intends to maintain and, where feasible, expand access to college-level coursework throughout the charter term.

The college and career readiness curriculum includes:

- Introduction to college and postsecondary pathways;
- College and university admissions requirements;
- Financial aid and funding college;
- FAFSA and California Dream Act Application (CADAA) completion;
- UC and CSU application processes;
- Community college applications and enrollment;
- Military and career technical school pathways;
- Career exploration and postsecondary planning;
- Interest and aptitude surveys;

- College selection and transition planning; and
- Postsecondary goal setting and planning.

BCCHS also offers specialized college and career readiness courses, including:

- **College Symposium** (*Non-Core College Preparatory / Grade 11*); and
- **College and Career Seminar** (*Non-Core College Preparatory / Grade 12*).
- Together, the SAS college course sequence, additional college course opportunities available to the broader student population, and BCCHS's college and career readiness curriculum provide students with expanded access to college-level learning and structured preparation for postsecondary success.

Academic Intervention, Enrichment, and Independent Study

Birmingham Community Charter High School (BCCHS) provides a comprehensive system of academic intervention, enrichment, and personalized learning opportunities designed to meet the diverse needs of all students. Through a Multi-Tiered System of Supports (MTSS), students receive timely academic assistance, targeted interventions, enrichment opportunities, and flexible learning options that promote academic achievement, college and career readiness, and on-time graduation.

Interventions are identified through ongoing analysis of multiple measures, including classroom performance, benchmark assessments, state assessments, attendance, credit completion, English language proficiency, and teacher recommendations. Student progress is continuously monitored to ensure that interventions are effective and adjusted based on individual needs.

Academic Intervention Programs

- **Academic Tutoring:** Before-school, after-school, and lunchtime tutoring provided by certificated teachers in core academic subjects.
- **In-Class Academic Support:** Targeted instructional support provided through paraprofessionals, co-teaching models, and small-group instruction.
- **Achieve3000 Literacy:** Personalized reading instruction with diagnostic LevelSet administrations in August, December, and May, monthly literacy activities, and differentiated instruction to improve reading comprehension and Lexile growth.
- **NWEA MAP Growth:** Fall, Winter, and Spring assessments used to identify learning needs, monitor growth, and guide instructional interventions.
- **Credit Recovery:** Multiple opportunities for students to recover credits through online coursework, summer school, and alternative instructional options including Course Based Independent Study (CBIS), ensuring students remain on track for graduation.
- **English Learner Supports:** Designated and Integrated ELD, ELD support courses, intervention classes, and progress monitoring to accelerate English language acquisition and academic achievement.
- **Special Education Services**
BCCHS provides targeted academic and specialized supports for students with disabilities in accordance with their IEPs.
 - **Inclusion/Co-Teaching:** Students with disabilities learn alongside general education peers in designated classes taught collaboratively by a general education and special education teacher.
 - **RSP/Push-In Support:** Special education staff provide Specialized Academic Instruction (SAI) and other supports within general education classrooms.
 - **SDC Services:** Students receiving SDC services participate in general education settings, including co-taught classes, when appropriate based on their IEPs.

- **Community-Based Instruction:** Students with significant cognitive and/or physical disabilities may receive functional, vocational, communication, independent living, and community-based instruction aligned with their IEP goals.
- **Individualized Supports:** Related services, accommodations, modifications, and supplemental supports are provided based on each student's IEP and least restrictive environment requirements. BCCHS does not operate a separate Learning Center.
- **MTSS Student Monitoring:** Counselors, administrators, Grade Level Coordinators, teachers, and support staff regularly review student progress to identify students requiring additional academic or behavioral intervention.

Academic Enrichment Opportunities

BCCHS provides students with numerous opportunities to extend their learning beyond the core curriculum, including:

- Twenty-one (21) Advanced Placement (AP) courses.
- School for Advanced Studies (SAS) and Gifted and Talented Education (GATE) opportunities.
- Dual enrollment and articulated college coursework with local colleges.
- Eleven Career Technical Education (CTE) pathways.
- Visual and Performing Arts courses and performance opportunities.
- Academic competitions, leadership programs, clubs, and student organizations.
- College and career exploration activities, including college visits, guest speakers, internships, and work-based learning opportunities, when available.

Independent Study Program

Overview

Birmingham Community Charter High School (BCCHS) offers voluntary Independent Study instructional options to meet diverse student needs while maintaining rigorous academic standards. All independent study options operate within BCCHS and comply with applicable California Education Code §§ 51744–51749.6, including §§ 51745.6(d) and 51747.3(a), and applicable regulations.

Independent Study instructional options include:

- **Birmingham Virtual Academy (BVA):** Provides flexible, standards-aligned online instruction through synchronous and asynchronous learning. BVA supports students with medical, social-emotional, employment, entertainment, athletic travel, or other specialized scheduling needs. Students receive regular teacher interaction, academic monitoring, and individualized support.
- **Course-Based Independent Study (CBIS):** Provides structured credit recovery through approved independent study courses in selected subject areas, including English, Biology, History, and Geometry. Students receive certificated teacher supervision and academic support while completing coursework and demonstrating satisfactory educational progress.

All independent study options require appropriate written agreements and provide standards-aligned instruction, regular teacher interaction, progress monitoring, and access to counseling, academic interventions, special education services, and other applicable student supports. Student progress is monitored to identify students requiring additional assistance or reengagement.

A. Independent Study Program - Birmingham Virtual Academy (BVA)

- Birmingham Virtual Academy (BVA) is a voluntary independent study instructional option offered within the Independent Study Program by Birmingham Community Charter High School (BCCHS), not a separate school.

- BVA provides a flexible, personalized educational experience while maintaining academic standards and instructional quality equivalent to classroom-based instruction.
- The program supports students who benefit from alternative scheduling, including student-athletes, students in the entertainment industry, students with medical needs, and students with other specialized educational or scheduling needs.

Curriculum and Instruction

BVA provides:

- Standards-aligned coursework, including access to graduation requirements and UC/CSU A–G courses.
- Flexible online learning through synchronous and asynchronous instruction.
- Opportunities for at least weekly live instruction with teachers.
- Regular academic progress monitoring and communication.
- Academic counseling, tutoring, intervention, and enrichment opportunities.

Students have access to BCCHS instructional resources and support services, including English Learner services, special education, Section 504 accommodations, and necessary technology. Services are provided in accordance with applicable student needs and legal requirements.

Student Participation and Attendance

Students are expected to engage in learning activities, complete assignments, participate in required instructional activities, and maintain regular communication with their supervising teachers.

BVA maintains the following procedures:

- Assignments must be completed within established deadlines, not exceeding 20 instructional days under the current BVA policy.
- Attendance is determined through the time value of completed student work and other legally permitted attendance-accounting methods, rather than seat time.
- Student communication and academic progress are monitored regularly, with contact at least every five instructional days.
- Students experiencing academic difficulties or insufficient participation receive targeted outreach, intervention, and reengagement support.

These procedures support compliance with Education Code §§ 51747 and 51747.5.

Admissions and Enrollment

- BVA enrollment capacity is established annually based on student demand, available staffing, and operational resources.
- Applicants complete the applicable independent study application, including information necessary to verify residency and program requirements. If applications exceed available capacity, BCCHS follows its approved admissions and public random drawing procedures, as applicable.
- Separate application requirements do not establish additional admissions preferences or discretionary selection criteria. Existing BCCHS students retain their applicable statutory enrollment and transition rights.

Voluntary Participation and Enrollment Agreement

- Participation in BVA is voluntary. Students and families must complete a Master Written Agreement that outlines coursework, assignment expectations, instructional resources, communication requirements, and other applicable independent study conditions.
- Students with IEPs may participate when their IEP team determines that independent study is appropriate and specifies the necessary services and supports.

Program Oversight and Compliance

- BCCHS administers BVA as an instructional option within its existing charter and maintains oversight of curriculum, staffing, attendance, student services, and academic performance.
- BVA enrollment and schoolwide average daily attendance (ADA) are monitored to ensure compliance with applicable independent study and nonclassroom-based instruction requirements, including Education Code § 47612.5.

B. Independent Study – Course-Based Independent Study (CBIS)

CBIS provides a flexible instructional option for students enrolled in either the BCCHS onsite program or Birmingham Virtual Academy (BVA). The program is primarily used for credit recovery.

Key Program Features:

- Instruction: Students meet regularly with certificated teachers onsite and complete additional coursework independently and/or asynchronously.
- Curriculum: Courses are aligned with the content, rigor, and scope and sequence of equivalent onsite courses and applicable state standards.
- Course Offerings: CBIS is currently offered in English, mathematics, history, and science. Offerings may expand based on student needs.
- Annual Certification: The BCCHS Governing Board annually certifies CBIS courses by resolution in accordance with Education Code § 51749.5(a)(4), including course equivalency, duration, instructional minutes, credits, and applicable instructional interaction requirements.
- Student Support: Teachers monitor academic progress and provide individualized assistance to help students recover credits and remain on track for graduation.

Conclusion

Through Birmingham Virtual Academy (BVA) and Course-Based Independent Study (CBIS), BCCHS provides flexible, standards-aligned instructional options that address diverse student needs. These options maintain academic rigor, regular teacher interaction, individualized support, and ongoing progress monitoring while helping students recover credits, meet graduation requirements, and achieve their college and career goals. All independent study options operate within BCCHS and comply with applicable state laws and regulations.

9. Comprehensive Course List

Table 34: Course Offerings by Grade Level

	9 th	10 th	11 th	12 th
A. Social Science <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Ethnic Literature AB [^] , Honors Ethnic Literature AB [^] AP Human Geography	World History AB [^] , Honors World History AB [^] , AP World History [^] AP European History [^]	U.S. History AB [^] , H US History AB [^] H Eth US History AB [^] AP US History [^]	American Government [^] , Economics [^] , AP U.S. Government & Politics [^] , AP Macroeconomics [^] , AP Psychology ^{^*}
B. English Language Arts <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirements</i>	English 9AB [^] , Honors English 9AB [^]	English 10AB [^] , Honors English 10AB [^] AP Seminar AB [^]	American Literature & Contemporary Composition AB [^] , Honors Am Lit & CC [^] AP English Language & Composition [^]	CSU Expository Reading & Writing Course (ERWC) AB [^] , AP English Literature & Composition [^]
C. Mathematics <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Algebra 1AB [^] , Honors Algebra 1AB [^] , Geometry AB [^] , Honors Geometry AB [^] Algebra 2AB [^] , Honors Algebra 2AB [^] Precalculus AB [^] AP Precalculus AB [^]	Geometry AB [^] , Honors Geometry AB [^] Algebra 2AB [^] , Honors Algebra 2AB [^] Precalculus AB [^] AP Precalculus AB [^] AP Calculus AB [^]	Algebra 2AB [^] , Honors Algebra 2AB [^] Precalculus AB [^] AP Precalculus AB [^] AP Calculus AB [^] , AP Calculus BC [^] Statistics/IDS AP Statistics	Precalculus AB [^] AP Precalculus AB [^] AP Calculus AB [^] , AP Calculus BC [^] Statistics/IDS AP Statistics College Algebra [^] Financial Math AB Sports Statistics
D. Science <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Biology AB [^] , Honors Biology AB [^] Living Earth Sci AB [^]	Chemistry AB [^] , Honors Chemistry AB [^] , Physics AB [^] , Honors Physics AB [^] , Environmental Science [^]	Physics AB [^] , Honors Physics [^] , AP Physics AB [^] , AP Biology [^] , AP Environmental Science [^]	AP Biology [^] , AP Chemistry [^] , AP Physics [^] , Anatomy & Physiology [^] , AP Environmental Science [^] Environmental Science [^] Marine Biology [^] Honors Marine Biology [^]
E. World Languages <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Spanish Speakers 1 [^] , Spanish 1 [^] , French 1 [^] , American Sign Language (ASL) 1 [^] ,	Pre-AP Spanish [^] Spanish 2 [^] , French 2 [^] , ASL 2 [^]	Honors Spanish 3 [^] , Pre-AP Spanish [^] AP Spanish Language [^] , - AP French Language [^] Honors ASL 3 [^]	AP Spanish Language [^] , AP Spanish Literature [^] , AP French Language [^] Honors ASL 4 [^]
F. Visual & Performing Arts <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Ceramics [^] , Drawing [^] , Painting [^] , Photography [^] , Graphic Design [^] , Band [^] , Choir [^] , Dance [^] , Theatre Arts [^] , Film/Video Production [^]	Same offerings with advanced levels: Animation 1 [^] , Honors Film [^] Yearbook [^] Honors Theatre Production [^] Honors Jazz Ensemble [^] Honors Glee [^] Honors Vocal Ensemble [^] Honors Ceramics [^] Photography 2 [^]	Same offerings with advanced levels: Animation 2 [^] , Honors Film [^] Yearbook [^] Honors Theatre Production [^] Honors Jazz Ensemble [^] Honors Glee [^] Honors Vocal Ensemble [^] Honors Ceramics [^]	Same offerings with advanced levels: Animation 2 [^] , Honors Film [^] Yearbook [^] Honors Theatre Production [^] Honors Jazz Ensemble [^] Honors Glee [^] Honors Vocal Ensemble [^] Honors Ceramics [^]

Career Technical Education (CTE) <i>(* indicates NOT A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Computer Science [^] , Engineering, Digital Media [^] , Film Production [^] , Business [^] , Premed Science 1 [^] , Theatre Production [^] , Robotics [^] ,	Same offerings with advanced levels: AP Comp Sci Principles [^] Honors Real Estate & Investments [^] Robotics 2 [^] Premed Science 2 [^] Advanced Theatre Production [^] Intermediate Engineering [^] Graphic Design [^]	Advanced CTE Pathway Courses [^] , Internship Experiences	Capstone CTE Courses [^] , <i>Internship*</i> , <i>Work-Based Learning*</i>
G. College Preparatory Electives & Other courses <i>(All courses A-G approved)</i> <i>^ indicates course meets graduation requirement</i>	Computer Science [^] , Psychology [^] , Sociology [^] , College & Career, College courses	Computer Science [^] , Psychology [^] , Sociology [^] , College & Career, College courses, National Education Opportunity Network, Critical Thinking [^] , Journalism [^]	Computer Science [^] , Psychology [^] , Sociology [^] , College & Career, College courses, National Education Opportunity Network, Critical Thinking [^] , Journalism [^] , AP Research [^] , Creative Writing	Computer Science [^] , Psychology [^] , Sociology [^] , College & Career, College courses, National Education Opportunity Network, Critical Thinking [^] , Journalism [^] , AP Research [^] , Creative Writing [^]
Physical Education <i>(Physical Education courses are NOT A-G approved)</i> <i>All courses meet Physical Education requirements for graduation</i>	PE 9	PE 10, Strength & Conditioning	Elective PE, Athletics	Elective PE, Athletics
Health <i>(* indicates NOT A-G approved)</i>	Health Education*	—	—	—
Electives <i>(* indicates NOT A-G approved)</i> <i>All courses meet elective requirements for graduation</i>	<i>Leadership*</i> , Journalism, Yearbook, <i>Teacher Assistant*</i> , <i>Library Assistant*</i> , <i>Academic Support*</i> , AVID,	Same	Same	Same

High Schools

10. Graduation Requirements and Four-Year Completion of A–G Requirements

Birmingham Community Charter High School (“BCCHS”) maintains rigorous graduation requirements aligned with the California State University (“CSU”) A–G course sequence and the California Department of Education (“CDE”) graduation requirements. Beginning with the graduating class of 2020, the BCCHS Board adopted the CSU A–G course sequence as part of the school’s graduation requirements to ensure that students graduate prepared for college and career opportunities.

To earn a BCCHS diploma, students are generally required to complete a minimum of 230 credits and earn a grade of “D” or better in all required graduation coursework. BCCHS graduation requirements include the following subject-area requirements:

Subject Area	Credits Required
Social Science	30 credits
English	40 credits
Mathematics	20–30 credits
Science	20 credits
Language Other Than English (LOTE)	5–20 credits
Visual & Performing Arts (VPA)	10 credits
Career Technical Education (CTE)	10 credits
Health	5 credits
Physical Education	20 credits
Ethnic Studies (beginning with Class of 2030)	5 credits
Electives	40–70 credits
Total Credits Required	230 credits

BCCHS requires students to complete the minimum CSU/UC A–G course sequence as part of the school’s graduation requirements. Students must complete the required A–G coursework with a grade of “D” or better to satisfy BCCHS graduation requirements. However, students must earn a grade of “C” or higher in A–G approved courses to meet UC/CSU eligibility requirements for admission to California public universities.

The BCCHS educational program and master schedule are intentionally designed to ensure that all students have the opportunity to complete both graduation and A–G requirements within four years. The school utilizes a comprehensive, college-preparatory course sequence beginning in grade 9 that aligns student schedules to graduation, A–G eligibility, and college and career readiness goals.

Key programmatic and scheduling structures supporting four-year completion include:

- A comprehensive four-year academic planning process beginning in grade 9
- Dedicated counselors and Grade Level Academy (GLA) teams that monitor student progress toward graduation and A–G completion
- A master schedule aligned to A–G course sequencing requirements
- Access to Advanced Placement (AP), dual enrollment, and honors coursework
- Multi-Tiered System of Supports (MTSS) interventions and progress monitoring
- Credit recovery opportunities through Course-Based Independent Study (CBIS)
- Flexible scheduling options through Birmingham Virtual Academy (BVA)
- Summer school, intervention, and enrichment opportunities
- Ongoing transcript audits and individualized graduation checks
- Academic counseling and postsecondary planning support through the Senior Seminar program

BCCHS also provides expanded college-preparatory opportunities through the School for Accelerated Studies (SAS), which allows students to participate in dual enrollment coursework, complete substantial portions of the Cal-GETC pathway, and engage in rigorous university-aligned academic experiences while still in high school.

The school's course offerings and counseling systems are intentionally structured to provide equitable access to rigorous coursework and ensure that students, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, foster youth, and historically underserved populations, are supported in meeting graduation and A–G requirements within four years.

In limited circumstances, BCCHS may apply state-authorized exemptions or accommodations for eligible student populations consistent with applicable Education Code provisions, including exemptions for certain late-entry transfer students, foster youth, homeless youth, migratory students, newcomer students, military-connected students, and other students identified in state law.

- Through its aligned graduation requirements, rigorous instructional program, comprehensive counseling supports, and targeted interventions, BCCHS ensures that students are provided with meaningful opportunities to graduate college- and career-ready and eligible to pursue postsecondary opportunities upon completion of high school.

11. Credit Recovery, Transfer Student Support, Graduation Exemptions, and College/Career Readiness

BCCHS is committed to ensuring that all students, including transfer students, historically underserved student groups, and students experiencing academic challenges, are provided with equitable access to graduation pathways, college entrance eligibility, and college/career readiness opportunities. The school implements a comprehensive system of academic counseling, progress monitoring, intervention, and flexible learning opportunities to support students in meeting graduation and postsecondary goals.

Credit Recovery Opportunities and Academic Support

BCCHS provides multiple credit recovery pathways and intervention supports to ensure that students who fall behind in credits remain on track for graduation and A–G completion. Student progress toward graduation is monitored regularly through transcript reviews, counselor meetings, MTSS processes, and grade-level support teams.

Credit recovery options include:

- Repeating required courses within the student's regular schedule when appropriate
- Accelerate Online Academy opportunities offered during extended learning periods, including periods 0, 1, and 9
- Course-Based Independent Study (CBIS) courses in selected subject areas, including English, Biology, History, and Geometry
- BCCHS Summer School opportunities
- Online credit recovery through approved programs such as Learn for Life Charter Schools
- Targeted tutoring, intervention, and academic counseling supports
- Individualized graduation plans and ongoing transcript audits
- Partnerships with other alternative and continuation charter and district schools

These systems provide students with multiple opportunities to recover credits while maintaining access to rigorous instruction, graduation requirements, and A–G aligned coursework.

Support for Transfer Students

BCCHS implements comprehensive intake, transcript evaluation, and academic counseling procedures to support transfer students in meeting both graduation and college entrance requirements within four years whenever possible. Upon enrollment, counselors and administrators review student transcripts, evaluate completed

coursework, identify graduation and A–G deficiencies, and develop individualized academic plans aligned to the student’s graduation status and postsecondary goals.

Transfer students are provided with:

- Acknowledge previous credits earned from any accredited high schools or online programs
- Individualized graduation and A–G planning
- Ongoing counselor and Grade Level Academy support
- Access to credit recovery and intervention opportunities
- Placement in appropriate standards-aligned coursework
- Monitoring of transcript deficiencies and graduation progress
- Flexible scheduling options through CBIS, online coursework, summer school, and Birmingham Virtual Academy (BVA)

For students enrolling during their third or fourth year of high school from schools that did not offer UC/CSU A–G approved coursework, BCCHS may implement authorized exemptions consistent with Board Policy and applicable Education Code provisions while continuing to support students in maximizing postsecondary opportunities.

Graduation Exemptions for Eligible Student Groups

BCCHS implements graduation exemptions consistent with Education Code section 51225.1 and related state laws for eligible students, including foster youth, homeless youth, former juvenile court school students, migratory students, newcomer students, military-connected students, and other qualifying student populations.

Students who qualify under applicable law may be exempt from local graduation requirements and permitted to graduate by completing the California minimum graduation requirements established by the California Department of Education. The school follows all applicable state timelines, notification requirements, transcript review procedures, and counseling obligations associated with these exemptions.

BCCHS counselors, administrators, and student support teams collaborate to:

- Identify eligible students promptly upon enrollment or identification
- Conduct individualized transcript evaluations
- Notify students and families of exemption eligibility and implications
- Develop individualized graduation and postsecondary transition plans
- Provide academic counseling regarding college entrance eligibility and post-secondary options
- Ensure students continue to have access to rigorous coursework and support services whenever appropriate

The school prioritizes maintaining postsecondary opportunities for all students while balancing the need for timely graduation and individualized support.

College and Career Readiness and the College/Career Indicator (CCI)

BCCHS’s instructional program is intentionally designed to prepare students for success in college, career, and postsecondary pathways as measured by the California Department of Education’s College/Career Indicator (CCI). The educational program promotes equitable access to rigorous coursework, advanced academic opportunities, career pathways, and postsecondary preparation systems.

Key college and career readiness components include:

- A–G aligned graduation requirements
- Expansion of Advanced Placement (AP) opportunities
- Career Technical Education (CTE) pathways
- School for Accelerated Studies (SAS) dual enrollment and college coursework opportunities
- College and career counseling services
- Senior Seminar courses focused on college applications, financial aid, and transition planning
- Access to internships, enrichment opportunities, and leadership experiences

- Ongoing academic advising and progress monitoring
- Use of verified data and multiple measures to monitor college and career readiness outcomes

BCCHS also utilizes strategic planning, LCAP goals, MTSS interventions, and longitudinal data analysis to increase:

- A–G completion rates
- AP participation and exam performance
- CTE pathway completion
- College matriculation and persistence
- FAFSA/CADAA completion
- Postsecondary readiness outcomes for all student groups

Through these systems and supports, BCCHS ensures that students are provided with multiple pathways to achieve graduation, college eligibility, career readiness, and long-term postsecondary success.

12. WASC Accreditation

In Spring 2024, Birmingham Community Charter High School (BCCHS) successfully earned a full six-year accreditation term from the Western Association of Schools and Colleges (WASC), the highest level of accreditation awarded. This outcome reflects the school’s sustained commitment to continuous improvement, high-quality instruction, and a comprehensive educational program aligned to state priorities and student needs. The accreditation process involved an extensive, collaborative self-study engaging all educational partners, including staff, students, parents, and community stakeholders, and provided a thorough evaluation of the school’s effectiveness in supporting student achievement and organizational capacity.

Key Points

- **Full Six-Year Accreditation Term:**
 - BCCHS received the maximum accreditation term awarded by WASC, demonstrating strong institutional stability and program effectiveness.
 - **Comprehensive Self-Study Process:**
 - Inclusive and collaborative process involving all educational partners.
 - In-depth analysis of student performance data, instructional practices, school culture, and operational systems.
 - **Alignment to State Priorities and Continuous Improvement:**
 - Findings confirmed strong alignment with California state priorities and accountability measures.
 - Evidence of growth and progress across key areas, including academic achievement, student engagement, and school climate.
 - **Validation of Educational Program Effectiveness:**
 - WASC recognized BCCHS’s ability to implement a rigorous, standards-aligned instructional program supported by data-driven decision-making.
 - Affirmed the effectiveness of systems such as MTSS, PBIS, and college and career readiness programming.
 - **Ongoing Action Planning:**
 - WASC process resulted in actionable goals that are integrated into the school’s LCAP and strategic planning efforts.
 - Continued focus on refining instructional practices, closing achievement gaps, and strengthening student outcomes.
-

The six-year WASC accreditation affirms that BCCHS operates a high-quality, effective, and sustainable educational program that meets rigorous standards for student learning and organizational performance. This recognition provides strong evidence of the school's capacity to deliver strong academic outcomes, implement continuous improvement processes, and maintain accountability to its stakeholders. BCCHS remains committed to building upon this success to further enhance student achievement, equity, and college and career readiness throughout the charter term.

13. Transferability of Courses and Parent Notification Regarding College Entrance Requirements

Birmingham Community Charter High School ("BCCHS") is committed to ensuring that parents and students are informed regarding graduation requirements, course transferability, and college entrance eligibility requirements. The school recognizes the importance of providing clear, accessible, and timely information to families, including families with limited English proficiency, to support informed educational decision-making and successful student transitions. Accordingly, BCCHS has adopted the A-G course sequence as part of its graduation requirements.

BCCHS informs students and parents about graduation requirements, UC/CSU A-G eligibility requirements, and course transferability through multiple methods, including:

- Student and parent orientation meetings
- Counselor meetings and academic planning conferences
- Course catalogs and graduation planning materials
- Parent workshops and informational presentations
- Individual transcript reviews and graduation audits
- School website and electronic communication platforms
- Grade Level Academy (GLA) counselor outreach
- Enrollment and transfer intake meetings

Information is provided in languages understandable to parents whenever feasible, including translation and interpretation support for families with limited English proficiency. BCCHS utilizes bilingual staff, translated written materials, interpretation services, and multilingual communication systems to support meaningful parent access to information regarding graduation requirements, A-G eligibility, course sequencing, and postsecondary planning.

BCCHS counselors regularly review student transcripts and academic progress to ensure that students are appropriately enrolled in courses aligned to graduation and college entrance requirements. Students and families are informed regarding:

- Which courses satisfy BCCHS graduation requirements
- Which courses are UC/CSU A-G approved
- Grade requirements necessary for UC/CSU eligibility
- Potential impacts of course failures, schedule changes, or transfers on graduation and college entrance eligibility
- Available intervention and credit recovery options

The school also informs parents and students that although BCCHS graduation requirements are aligned to the CSU/UC A-G course sequence, transferability of credits may vary among school districts, charter schools, and postsecondary institutions. Counselors work collaboratively with students and families transferring into or out of BCCHS to review transcripts, evaluate completed coursework, identify potential deficiencies, and develop individualized academic plans.

In the event that a student's transfer into or out of BCCHS may impact graduation progress or college entrance eligibility, the school provides individualized counseling and written notification to students and parents regarding:

- Graduation requirement status
- A–G completion status
- Course equivalencies and transferability issues
- Potential loss of credits or sequencing concerns
- Available options for remediation, intervention, or credit recovery
- Postsecondary implications related to course completion

BCCHS maintains a traditional schedule structure rather than a 4x4 block schedule. However, because course sequencing and semester-based credits may differ among schools, counselors provide individualized support to students transferring into or out of BCCHS to minimize disruptions to graduation progress and college entrance eligibility.

The school's counseling systems, transcript evaluation procedures, and ongoing academic monitoring are designed to ensure that students and families remain informed regarding graduation requirements, course transferability, and postsecondary eligibility throughout the student's enrollment at BCCHS.

14. Transitional Kindergarten - NOT APPLICABLE to BCCHS

Academic Calendar and Schedules

15. Academic Calendar for SY2026-27

JULY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

	Soft Start Minimum Day Students Only
	Regular School Day
	Collaboration Wednesday
	Pupil Free
	Holiday

	Professional Growth (Full Day PD)
	Finals
	Minimum Day Teachers and Students
	Unassigned Day

Fall: 88 Days

Spring: 94 Days

Total: 182 Days

16. Sample Daily Schedules and Instructional Minutes

BCCHS serves students in grades 9–12 through a block schedule model. Because all grade levels follow the same bell schedule structure, the sample schedules below apply to grades 9–12. Student course assignments vary by grade level, graduation plan, English Learner status, special education needs, intervention needs, and college/career pathway; however, all students are scheduled into standards-aligned courses that meet graduation and A–G requirements.

BCCHS uses an alternating block schedule in which students attend periods 1–4 on one day and periods 5–8 on the alternating day. Period 0 and Period 9 provide additional opportunities for intervention, enrichment, credit recovery, acceleration, athletics, and extended learning.

Table 35: Bell Schedules**Regular Bell Schedule: Monday, Tuesday, Thursday, Friday**

Period	Time	Minutes	Sample Subjects/Courses
Period 0	7:30–8:25	55	Intervention, credit recovery, acceleration, enrichment
Period 1/5	8:30–9:58	88	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 2/6	10:08–11:36	88	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Lunch	11:36–12:11	35	Non-instructional
Period 3/7	12:21–1:49	88	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 4/8	1:59–3:27	88	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 9	3:32–4:16	44	Intervention, credit recovery, acceleration, athletics, enrichment

Daily instructional minutes, periods 1–4 or 5–8: 352 minutes

Optional extended instructional minutes with Period 0: 407 minutes

Optional extended instructional minutes with Period 9: 396 minutes

Optional extended instructional minutes with Periods 0 and 9: 451 minutes

Wednesday Late Start / Professional Development Schedule

Period	Time	Minutes	Sample Subjects/Courses
Teacher PD	8:30–9:30	60	Professional development / collaboration
Period 1/5	9:40–10:51	71	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 2/6	11:01–12:12	71	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Lunch	12:12–12:45	33	Non-instructional
Period 3/7	12:55–2:06	71	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 4/8	2:16–3:27	71	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 9	3:33–4:17	44	Intervention, credit recovery, acceleration, athletics, enrichment

Daily instructional minutes, periods 1–4 or 5–8: 284 minutes

Optional extended instructional minutes with Period 9: 328 minutes

Early Dismissal Schedule

Period	Time	Minutes	Sample Subjects/Courses
Period 0	7:30–8:25	55	Intervention, credit recovery, acceleration, enrichment
Period 1/5	8:30–9:25	55	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 2/6	9:35–10:30	55	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Lunch	10:30–11:00	30	Non-instructional
Period 3/7	11:10–12:05	55	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 4/8	12:15–1:10	55	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 9	1:15–1:59	44	Intervention, credit recovery, acceleration, enrichment

Daily instructional minutes, periods 1–4 or 5–8: 220 minutes

Optional extended instructional minutes with Period 0: 275 minutes

Optional extended instructional minutes with Period 9: 264 minutes

Optional extended instructional minutes with Periods 0 and 9: 319 minutes

Soft Start / Minimum Day Schedule

Period	Time	Minutes	Sample Subjects/Courses
Period 1/5	8:30–9:06	36	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 2/6	9:16–11:07	111	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Lunch	11:07–11:38	31	Non-instructional Soft Start
Period 3/7	11:48–12:24	36	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors
Period 4/8	12:34–1:10	36	English/ELA, Math, Science, Social Science, ELD, CTE, VPA, PE, AP/Honors

Daily instructional minutes: 219 minutes

English Language Development

English Learners receive both integrated and designated English Language Development. Integrated ELD occurs throughout the instructional day within core academic courses, including English, mathematics, science, social science, and other content-area classes. Teachers use language objectives, academic vocabulary development, structured student discourse, writing supports, and comprehension strategies to support English Learners' access to grade-level standards.

Designated ELD is provided through scheduled ELD courses or appropriate English Learner support courses based on student need, English proficiency level, and placement data. Designated ELD may be scheduled during one of the regular instructional periods within the block schedule.

Grade-Level Application

Because BCCHS serves grades 9–12 using the same bell schedule, schedules may be consolidated across grade levels. A student's actual course schedule is individualized based on grade level and need. For example:

Grade Level	Typical Course Areas
Grade 9	English 9, Math, Biology, PE, World Language, ELL/ELD, Elective/CTE/VPA
Grade 10	English 10, Math, World History, Science, ELL/ELD, PE, World Language/ELD, Elective/CTE/VPA
Grade 11	American Literature, Math, U.S. History, Science, AP/CTE/VPA/Elective, ELD if applicable
Grade 12	ERWC/English 12, Government/Economics, Math or college-prep elective, Senior Seminar, AP/CTE/VPA/Elective, ELD if applicable

This schedule structure allows BCCHS to provide access to required core courses, A–G coursework, designated and integrated ELD, intervention, credit recovery, acceleration, enrichment, and college/career readiness pathways within a four-year high school program.

17. Instructional Days and Minutes Calculator

Table 36: Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	136	382	34	316	12	250			182	64800	65696	896
10	Yes	136	382	34	316	12	250			182	64800	65696	896
11	Yes	136	382	34	316	12	250			182	64800	65696	896
12	Yes	136	382	34	316	12	250			182	64800	65696	896

18. Early College and Middle College Program

Birmingham Community Charter High School (BCCHS) currently operates a comprehensive dual enrollment program through its longstanding College and Career Access Pathways (CCAP) partnership with Los Angeles Valley College. Through this Charter, BCCHS seeks to formally recognize, enhance, and expand its existing dual enrollment pathway by identifying it as the Charter School's Early College/Middle College Program, consistent with applicable California Education Code governing dual enrollment, CCAP partnerships, and Early College/Middle College programs.

The Early College/Middle College Program builds upon educational opportunities that are already available to BCCHS students and does not represent a new instructional model or a fundamental change to the Charter School's educational program. Rather, the Charter School seeks to formally incorporate and strengthen an existing, successful college access pathway by expanding opportunities for students to earn transferable college credit, complete the California General Education Transfer Curriculum (Cal-GETC), accelerate progress toward postsecondary degree completion, and improve college readiness, persistence, and completion.

BCCHS has demonstrated a strong record of preparing students for postsecondary success. More than **90% of graduates complete the UC/CSU A-G course sequence, more than 350 graduates are admitted annually to four-year colleges and universities, and nearly 800 students currently participate in the School for Accelerated Studies (SAS)**²¹, where they successfully complete transferable Los Angeles Valley College coursework through

²¹ Data sources: CA School Dashboard Additional Reports (A-G completion); Naviance (four-year college and university admissions); and BCCHS SAS enrollment records (SAS participation)

the Charter School's existing CCAP partnership. These outcomes demonstrate sustained student demand for college-level coursework and BCCHS's proven capacity to continue expanding high-quality dual enrollment opportunities.

Program Goals

The Early College/Middle College Program is designed to:

- Build upon the Charter School's existing dual enrollment and CCAP partnership with Los Angeles Valley College.
 - Expand opportunities for eligible students to earn transferable college credit while enrolled at BCCHS.
 - Accelerate students' progress toward postsecondary degree completion.
 - Increase college readiness, college persistence, and postsecondary success.
 - Complement BCCHS's Honors, Advanced Placement (AP), Career Technical Education (CTE), School for Advanced Studies (SAS), and other rigorous academic programs by providing an additional pathway to college and career readiness.
-

Program Components

The Early College/Middle College Program will continue to:

- Provide eligible students opportunities to enroll in transferable college coursework beginning as early as the summer before ninth grade and continuing through twelfth grade.
 - Integrate college coursework into each participating student's individualized four-year academic plan while ensuring continued progress toward BCCHS graduation requirements and UC/CSU A-G eligibility.
 - Offer college courses primarily on the BCCHS campus through the existing Los Angeles Valley College CCAP partnership while also permitting enrollment in approved courses offered at Los Angeles Valley College or other authorized postsecondary locations, as appropriate.
 - Enable students to earn transferable college credit while developing the academic skills, study habits, and independence necessary for post-secondary success.
 - Provide students the opportunity to complete the California General Education Transfer Curriculum (Cal-GETC), subject to successful completion of all required college coursework and applicable college requirements.
 - Continue providing comprehensive academic advising, educational planning, and student support services to promote success in both high school and college coursework.
-

Attendance

- BCCHS shall continue to implement its Early College/Middle College Program in accordance with California Education Code section 46146.5 and all other applicable laws governing charter school attendance accounting, dual enrollment, and CCAP partnerships.
 - Because the majority of dual enrollment courses are offered on the BCCHS campus during the regular instructional day, attendance shall continue to be recorded using the Charter School's established attendance accounting procedures and student information system.
 - For students participating in approved college coursework offered at Los Angeles Valley College or another authorized postsecondary location, BCCHS shall:
 - Verify student enrollment and attendance.
 - Monitor instructional participation and educational activities.
 - Maintain documentation consistent with Education Code section 46146.5, the applicable CCAP agreement, and all state audit requirements.
 - Collaborate with Los Angeles Valley College to ensure accurate attendance reporting and compliance with all applicable legal and audit requirements.
-

- **Monitoring and Oversight:**

- The **SAS/Early College program coordinator or other designated program staff** shall be responsible for monitoring student enrollment and participation in college coursework and coordinating with the partnering college regarding attendance and course participation.
- The **Attendance Office** shall support reconciliation of applicable attendance records with the Charter School's student information system, and a **designated school administrator** shall provide oversight to ensure that attendance documentation and reporting practices comply with applicable Education Code requirements,
- CCAP agreements, and audit requirements. Counselors and other appropriate staff may also assist in monitoring student progress and participation as part of the school's broader student support system.

Conclusion

By formally recognizing and expanding its existing dual enrollment pathway as the Charter School's Early College/Middle College Program, BCCHS will broaden access to rigorous college-level learning while maintaining full compliance with applicable California Education Code and CCAP requirements. The program builds upon an established and successful model that has enabled hundreds of students to complete transferable college coursework while contributing to exceptional college readiness outcomes, including more than 90% UC/CSU A-G completion, strong admission rates to four-year colleges and universities, and sustained participation in dual enrollment.

Through the continued expansion of these existing opportunities, BCCHS will increase equitable access to transferable college coursework, enable more students to make meaningful progress toward Cal-GETC completion, reduce time to postsecondary degree attainment, and further strengthen students' preparation for success in higher education, career pathways, military service, and lifelong learning.

Professional Development

19. Ongoing Professional Development

Birmingham Community Charter High School is committed to ensuring that all teachers are fully credentialed in the subject areas they teach and are continuously supported through a comprehensive system of onboarding, induction, evaluation, and professional learning. The school fosters a collaborative, growth-oriented professional culture in which educators refine instructional practices, respond to student needs, and increase overall effectiveness. Central to this work is the intentional integration of **Claim-Evidence-Reasoning (CER)**, **high Depth of Knowledge (DOK) instructional practices**, and a strong emphasis on **student voice and choice**. While **DOK and student voice and choice are implemented schoolwide**, CER is firmly established in **ELA and Science** and is **actively being expanded into Math and Social Studies** to create a coherent, cross-disciplinary approach to rigorous, student-centered instruction.

Key Points

1. Credentialing and Onboarding

- All teachers hold appropriate California credentials aligned to their assignments.
- The Human Resources Department leads onboarding, including:
 - Credentialing support
 - DOJ and TB clearance

- Orientation to systems, expectations, and school culture

2. New Teacher Induction and Support

- Two-year induction program for new-to-the-profession teachers
- Includes:
 - Week-long pre-service training (policies, procedures, Aeries, instructional systems)
 - Ongoing support from an Instructional and Induction Coach
 - Non-evaluative observations with targeted feedback
- Coaching and support available to all staff, including veteran teachers

3. Evaluation and Continuous Improvement

- New teachers evaluated annually during probationary period (minimum two years)
- All evaluations aligned to the **California Standards for the Teaching Profession (CSTP)**
- Permanent teachers evaluated on a rotating cycle

4. Professional Development (PD) Structure and Instructional Priorities

Department-Based Instructional PD

- Teacher-driven focus areas aligned to student data and instructional priorities
- Examples include:
 - Universal Writing (Social Studies)
 - Higher-Order Questioning (English)
 - Inclusion Practices (Special Education)
 - SBAC-aligned Instruction (ELA and Math)
 - Career Readiness Programs (CTE)
 - **CER implementation (ELA & Science) with expansion into Math and Social Studies**
 - **High DOK task design and rigorous questioning strategies (schoolwide)**
 - **Student voice and choice in instructional planning (schoolwide priority)**

5. Instructional Focus Areas

A. CER (Claim-Evidence-Reasoning) – Cross-Disciplinary Expansion

- **Established in ELA & Science:**
 - ELA: Text-based analysis using claims, evidence, and reasoning
 - Science: Data-driven explanations grounded in scientific principles
- **Expanding into Math & Social Studies:**
 - Math: Justifying problem-solving processes, explaining reasoning, and defending solutions
 - Social Studies: Constructing historical arguments supported by evidence and interpretation
- **Impact:**
 - Creates a consistent academic language across disciplines
 - Strengthens analytical thinking, writing, and argumentation

B. Depth of Knowledge (DOK) – Schoolwide Implementation

- High DOK (Levels 3–4) tasks are a **schoolwide expectation**, including:
 - Strategic thinking, problem-solving, and real-world application
 - Multi-step tasks requiring analysis, justification, and synthesis
 - Extended performance tasks and projects
- Teachers are supported to:
 - Design rigorous learning experiences beyond recall and comprehension
 - Use questioning strategies that deepen thinking and promote discourse
- **Impact:**

- Increases rigor and cognitive demand across all classrooms
- Aligns instruction to CAASPP, AP, and postsecondary expectations

C. Student Voice and Choice – Schoolwide Priority

- Embedded across all classrooms as a **core instructional practice**
- Students are provided opportunities to:
 - Select topics, texts, or formats to demonstrate learning
 - Engage in student-led discussions, inquiry, and collaboration
 - Reflect on progress and set learning goals
- Instructional strategies include:
 - Choice-based assignments and performance tasks
 - Structured academic discourse and presentations
 - Opportunities for revision and feedback cycles
- **Impact:**
 - Builds ownership, engagement, and motivation
 - Supports differentiated instruction and equitable access

6. Collaborative Professional Learning

- **Course-alike and grade-level teams:**
 - Develop common assessments and benchmarks
 - Analyze student work (including CER responses and DOK-aligned tasks)
 - Plan targeted instruction and interventions
- **Professional Learning Communities (PLCs):**
 - Engage in cycles of inquiry focused on student outcomes
- **Instructional Coaching:**
 - Goal-setting, modeling, observation, and feedback cycles

7. External and Schoolwide Professional Learning

- Staff attend conferences aligned to their roles (e.g., AP workshops, UC/CSU conferences)
- Learning is redelivered through department meetings and PLCs
- Administration provides training on:
 - Trauma-informed practices
 - Anti-bias and culturally responsive teaching
 - Science of learning and neuropsychology
 - Depth of Knowledge (DOK)
 - Responsible use of Artificial Intelligence
 - Wellness strategies

Birmingham’s professional learning system is intentionally designed to build educator capacity through structured support, collaboration, and data-driven decision-making. The **schoolwide implementation of high DOK and student voice and choice**, combined with the **expansion of CER into Math and Social Studies**, ensures a cohesive, rigorous, and student-centered instructional program. Birmingham believes this integrated approach strengthens critical thinking, engagement, and academic achievement, preparing students for success in college, career, and beyond.

20. Teacher Recruitment

Birmingham Community Charter High School implements a strategic and multifaceted recruitment process to attract and hire highly qualified, fully credentialed teachers aligned to its instructional program and student needs. The school prioritizes candidates who not only meet California credentialing requirements but also demonstrate a commitment to rigorous, student-centered instruction, equity, and continuous professional growth. Recruitment efforts are designed to build a diverse, skilled applicant pool and ensure that all hires contribute to the school's mission of preparing students for college and career success.

Key Points

1. Targeted Recruitment Strategies

- **University and Teacher Preparation Partnerships:**
 - BCCCHS collaborates with local universities, colleges, and teacher preparation programs, as available, to identify prospective teachers, recent graduates, credential candidates, interns, and student teachers.
 - BCCCHS seeks to maintain and expand relationships with institutions that provide teacher credentialing, internship, and student-teaching opportunities and may recruit qualified candidates who complete clinical practice or other fieldwork at BCCCHS.
 - Current university or teacher-preparation partnerships used specifically for recruitment, credentialing, internships, or student-teacher placement may include **CSUN and National University**.
- **Job Fairs and Networking:**
 - Participate in regional and statewide education job fairs
 - Engage with professional networks and educator associations
- **Online Recruitment Platforms:**
 - Posts position on education-specific job boards (e.g., EdJoin) and the school's website
- **Development of Capacity:**
 - Encourages substitute, paraprofessionals, and alumni to pursue teaching credentials and apply for open positions

2. Credential Verification and Compliance

- Teachers employed by BCCCHS shall hold the Commission on Teacher Credentialing (CTC) certificate, credential, permit, or other document required for their certificated assignment, consistent with California Education Code section 47605(l) and other applicable state credentialing and assignment requirements.
- BCCCHS Human Resources verifies, as applicable:
 - The validity and status of each employee's credential, certificate, permit, or other CTC authorization;
 - Subject-area and assignment authorizations;
 - English Learner authorization, when required for the assignment;
 - Certificate of Clearance and professional fitness requirements;
 - Required criminal background and fingerprint clearances; and
 - Tuberculosis risk assessment and related employment health requirements.
- BCCCHS maintains applicable credential and authorization documentation on file and monitors certificated assignments to ensure that employees are appropriately authorized for their assigned positions.
- BCCCHS may utilize legally authorized assignment options, permits, internship credentials, waivers, or other CTC-approved authorizations when permitted by law and appropriate to the assignment.
- These practices are implemented in accordance with Education Code section 47605(l), applicable provisions of Education Code sections 44200 et seq. governing teacher credentialing, and other applicable state and federal requirements.

3. Rigorous Selection Process

- **Application Screening:**
 - Review of credentials, experience, and alignment to school mission
 - **Panel Interviews:**
 - Conducted by administrators and, when appropriate, department representatives
 - **Demonstration Lessons:**
 - Candidates teach a sample lesson to assess instructional practice, classroom management, and student engagement
 - **Reference Checks:**
 - Verification of prior performance and professionalism
-

4. Hiring for Instructional Alignment and Capacity

- Prioritize candidates who demonstrate:
 - Ability to design **high DOK learning tasks**
 - Experience with or openness to **CER (Claim-Evidence-Reasoning)** instructional practices
 - Commitment to **student voice and choice**
 - Use of data to inform instruction and support diverse learners
 - Seek educators who contribute to **collaborative professional culture** and PLC structures
-

5. Diversity and Equity in Hiring

- Recruitment efforts aim to build a **diverse and culturally responsive staff** reflective of the student population
 - Value bilingual skills, experience with English Learners, and culturally responsive pedagogy
-

6. Retention-Focused Recruitment

- Hiring practices emphasize **long-term fit and retention**, including:
 - Clear communication of expectations and support systems
 - Strong onboarding and induction programs
 - Ongoing professional development opportunities
 - For the SY2023-24, SY2024-25, and SY2025-26, BCCHS maintained an average certificated retention rate of 95%.²²
-

Through targeted outreach, rigorous screening, and a clear focus on instructional quality and alignment, Birmingham effectively recruits credentialed teachers who are well-prepared to meet the academic and social-emotional needs of its students. This comprehensive approach ensures that all teachers are not only qualified but also equipped to contribute to a high-performing, student-centered learning environment.

Meeting the Needs of All Students

21. English Learners (ELs)

Birmingham Community Charter High School (“BCCHS”) is committed to providing English Learners (“ELs”) with equitable access to a rigorous, standards-aligned educational program that promotes English language acquisition, academic achievement, graduation readiness, and college and career preparedness. BCCHS implements a comprehensive English Learner (“EL”) program designed to support students at all levels of English

²² Source: Internal Data from Human Resources

proficiency through designated and integrated English Language Development (“ELD”), targeted interventions, culturally responsive instructional practices, and ongoing progress monitoring.

BCCHS will implement its own English Learner Master Plan aligned with applicable state and federal requirements, the California English Language Development Standards, the California English Language Arts/English Language Development Framework, and guidance provided by the California Department of Education (“CDE”).

Identification of English Learners

Upon enrollment, all students complete a Home Language Survey (“HLS”) consistent with California requirements. Students whose primary language is identified as a language other than English are assessed using the Initial English Language Proficiency Assessments for California (“ELPAC”) to determine English language proficiency status and appropriate program placement.

Parents are notified of EL identification results, placement decisions, program options, and available support services in a language understandable to the family whenever feasible. Translation and interpretation support are provided for families with limited English proficiency.

Educational Program for English Language Acquisition

BCCHS provides a comprehensive educational program for English Learners that includes both designated and integrated English Language Development (“ELD”). The program is designed to ensure that English Learners develop proficiency in listening, speaking, reading, and writing while simultaneously accessing rigorous grade-level content and A–G coursework.

EL students are scheduled into courses based on English proficiency level, academic need, literacy development, and progress toward graduation and reclassification.

English Learner Course Placement Structure

English Proficiency Level	Core ELA Course	Support Course	Additional Coursework
Beginning	ELL 1AB	ELL Humanities	PE, Math (EL), LOTE, other A–G courses
Early Intermediate / Intermediate	ELL 2AB	ELL Humanities	PE, Math (EL), Science (EL), History (EL), LOTE, other A–G courses
Intermediate / Early Advanced	ELL 3 or ELL 4	ELD Ethnic Studies AB	A–G requirements
Early Advanced / Advanced	Grade-Level English (Mainstream)	ELD 9AB, 10AB, 11AB, 12AB, or Literacy & Language Support	A–G requirements

Designated ELD Courses

ELL 1AB + ELD Support 1AB

This course is designed for English Learners who are developing foundational English proficiency and need to strengthen listening, speaking, reading, and writing skills. Instruction emphasizes communication and survival language skills through communicative-based instructional strategies. Grammar instruction is embedded contextually throughout each instructional unit.

ELL 2AB + ELD Support 2AB

This course supports the development of intermediate English proficiency through integrated reading, writing, speaking, and listening instruction. Students engage in literacy-based activities, vocabulary development, and student-centered projects designed to strengthen language acquisition and academic communication skills.

ELL 3 / ELL 4 + ELD Ethnic Studies

These courses support English Learners who are progressing toward advanced English proficiency and academic fluency. Instruction emphasizes literature, expository writing, academic discourse, critical thinking, and the writing process. Students participate in presentations, discussions, debates, paired interviews, collaborative learning activities, and analytical writing assignments designed to support college and career readiness.

ELD 9AB / ELD 10AB

These courses utilize research-based literacy intervention curriculum focused on phonemic awareness, word recognition, spelling, vocabulary development, morphology, comprehension, reading fluency, and written expression. The courses are designed to accelerate literacy development and support student access to rigorous academic coursework.

ELD 11AB / ELD 12AB

These courses provide intensive intervention support for Long-Term English Learners (“LTELs”). Instruction integrates technology-based learning, literacy intervention strategies, academic vocabulary development, and structured language supports to increase academic achievement, promote reclassification, and prepare students for graduation and postsecondary success.

Meaningful Access to the Full Curriculum

BCCHS provides integrated ELD instruction throughout the school day within all core academic courses. Teachers incorporate instructional strategies aligned to the California English Language Arts/English Language Development Framework to ensure that EL students have meaningful access to grade-level curriculum and standards-aligned instruction.

Integrated ELD instructional strategies may include:

- Explicit language objectives and language targets
- Academic vocabulary instruction
- Structured student discourse and collaborative conversations
- Sentence frames and language scaffolds
- Close reading and text annotation strategies
- Writing supports and modeling
- Visual supports and graphic organizers
- Differentiated instruction and small-group support
- Checks for understanding and formative assessment
- Opportunities for speaking, listening, reading, and writing across content areas

BCCHS incorporates the **California ELD Standards** into lesson planning through the use of language targets aligned to the instructional demands of each lesson. Teachers utilize collaborative, interpretive, and productive language standards while supporting students in:

- Academic discussions and collaborative writing
- Close reading and analysis of complex texts
- Oral presentations and argumentative writing
- Academic vocabulary development
- Structuring cohesive texts
- Expanding and enriching ideas
- Connecting and condensing ideas using academic language

Teachers utilize **Specially Designed Academic Instruction in English (“SDAIE”)** strategies and research-based instructional practices, including:

- Modeling and teacher/student think-alouds
- Contextualization and visual supports
- Schema-building activities

- Think-Pair-Share and collaborative learning structures
- Graphic organizers and sentence frames
- Multimedia resources and demonstrations
- Academic discourse and accountable talk
- Metacognitive reflection and self-assessment

BCCHS also offers **content-specific EL courses** to provide additional scaffolding and support within core academic subjects, including:

- Algebra I (EL)
- Algebra II (EL)
- Geometry (EL)
- Algebra and Geometry Support (EL)
- Environmental Science (EL)
- Biology (EL)
- World History (EL)
- U.S. History (EL)

These courses are designed to promote equitable access to rigorous academic content while supporting students' ongoing English language development and progress toward college and career readiness.

Use of ELPAC Data

BCCHS utilizes ELPAC results as part of a comprehensive system of progress monitoring and instructional planning for English Learners. ELPAC data is reviewed by counselors, administrators, teachers, and EL support staff to:

- Determine initial program placement
- Identify student language proficiency needs
- Monitor annual progress toward English proficiency
- Inform instructional supports and interventions
- Support reclassification decisions
- Identify students at risk of becoming Long-Term English Learners ("LTEs")
- Monitor subgroup performance trends

ELPAC results are analyzed alongside grades, literacy measures, CAASPP data, local assessments, attendance, and teacher input to support individualized academic planning and intervention.

Annual Evaluation of the EL Program

BCCHS annually evaluates the effectiveness of its English Learner program using multiple measures, including:

- ELPAC progress and proficiency data
- Reclassification rates
- CAASPP performance
- Graduation rates
- A–G completion rates
- Long-Term English Learner data
- Attendance and engagement indicators
- Course completion and GPA
- Student, parent, and staff feedback

BCCHS evaluates the effectiveness of its English Learner (EL) program through both **ongoing monitoring throughout the school year and a comprehensive annual review of EL outcomes**. The evaluation process is designed to determine whether English

Learners are making appropriate progress in English language development, accessing and succeeding in the core academic program, progressing toward reclassification, and achieving long-term academic and postsecondary outcomes.

Throughout the school year, school administrators, EL program staff, teachers, counselors, Professional Learning Communities (PLCs), and other appropriate instructional staff review EL student performance at established data-review points, including grading periods, assessment administrations, and intervention/MTSS reviews. Data are examined both for individual students and at the program level to identify students requiring additional support and to determine whether instructional practices, course placements, and interventions are producing the intended results.

At least annually, BCCHS conducts a broader evaluation of the effectiveness of the EL program using multiple measures, including:

- ELPAC performance and year-to-year progress toward English language proficiency;
- Reclassification rates and progress toward meeting reclassification criteria;
- Long-Term English Learner (LTEL) identification and progress;
- CAASPP performance in English Language Arts and mathematics;
- Course grades, GPA, credit accumulation, and course completion;
- Graduation rates;
- A-G completion rates;
- Attendance, chronic absenteeism, and student engagement indicators;
- Performance of reclassified students, as appropriate, to determine continued academic success; and
- Student, parent, staff, and other educational partner feedback.

The school reviews these data longitudinally and, where appropriate, compares outcomes for English Learners with schoolwide performance and other student groups. Particular attention is given to patterns such as insufficient progress toward English proficiency, extended time in EL status, academic performance gaps, course failure, attendance concerns, and disparities in graduation or college-readiness outcomes.

Reclassification of English Learners

BCCHS reclassifies students from English Learner (“EL”) to Reclassified Fluent English Proficient (“RFEP”) status in accordance with California Education Code requirements and State Board of Education criteria.

Reclassification criteria include:

1. English Language Proficiency

- Summative ELPAC Overall Performance Level:
 - Level 4 (“Well Developed”) or above

2. Basic Skills Performance Comparison

Students must demonstrate performance at or above established benchmarks through one or more of the following measures:

- Achieve3000: Approaching or Above grade-level Lexile performance
- SBAC ELA: Meets or exceeds threshold scaled scores for Level 2 (“Standard Nearly Met”)
- PSAT/SAT Evidence-Based Reading and Writing: Approaching or Above benchmark performance

3. Certificated Evaluation

- Teacher and/or coordinator evaluation of the student’s academic performance, classroom participation, literacy development, and readiness to successfully participate in mainstream English instruction without specialized EL supports

4. Parent Consultation and Notification

- Parent opinion and consultation
- Written notification regarding reclassification recommendation and status

Parents are informed regarding reclassification criteria, student progress, and RFEP status through conferences, reports, and school communication systems.

Monitoring of EL and RFEP Students

BCCHS monitors the academic progress and language development of English Learners and RFEP students through ongoing data review and intervention systems. Counselors, teachers, administrators, Grade Level Academy teams and the English Learner and Targeted Subgroups Coordinator regularly review:

- Academic performance and grades
- ELPAC progress
- Attendance and engagement
- Credit accumulation
- CAASPP and local assessment data
- Intervention participation
- Graduation and A–G progress

RFEP students are monitored for a minimum of four years following reclassification to ensure continued academic success and access to appropriate supports when needed.

Long-Term English Learners (LTELs) and Students At Risk of Becoming LTELs

BCCHS implements targeted supports and intervention systems for Long-Term English Learners (“LTELs”) and students at risk of becoming LTELs. Students are identified through analysis of ELPAC performance, years in program, literacy data, grades, course completion, and academic progress indicators.

Supports for LTELs and At-Risk LTEL students may include:

- Intensive ELD intervention courses
- Literacy and language development supports
- Technology-based intervention programs
- Targeted academic counseling
- Progress monitoring and MTSS interventions
- Designated and integrated ELD supports
- Small-group instruction and tutoring
- Academic vocabulary and writing interventions

BCCHS is committed to ensuring that English Learners at all proficiency levels are provided equitable access to rigorous instruction, targeted supports, and meaningful opportunities to achieve English proficiency, academic success, graduation readiness, and college and career preparedness.

22. Gifted and Talented Education (GATE) and Students Achieving Above Grade Level

Birmingham Community Charter High School (“BCCHS”) is committed to providing a rigorous, challenging, and supportive educational program that meets the needs of gifted and talented students and students performing above grade level. The school’s educational program promotes advanced academic achievement, critical thinking, creativity, leadership development, and college and career readiness through a wide range of advanced coursework, enrichment opportunities, accelerated pathways, and individualized supports.

BCCHS recognizes that gifted and high-achieving students require differentiated instructional opportunities that extend beyond grade-level standards and provide meaningful access to advanced academic experiences. The school’s comprehensive educational program, including Advanced Placement (“AP”) coursework, honors courses, Career Technical Education (“CTE”) pathways, dual enrollment opportunities, and the School for Accelerated Studies (“SAS”), is designed to support students who demonstrate advanced academic performance and potential.

Identification of GATE Students and Students Achieving Above Grade Level

BCCHS utilizes multiple measures to identify students who may qualify for Gifted and Talented Education (“GATE”) services or who demonstrate achievement above grade level. The **SAS/GATE Coordinator has primary responsibility for coordinating the identification and monitoring process**, in collaboration with school administrators, counselors, teachers, department staff, and other appropriate personnel.

Identification and review occur **throughout the school year**, with formal review points that include the enrollment and records-review process for incoming students, analysis of available assessment and academic performance data, and review of students recommended or referred by teachers, counselors, parents/guardians, or other staff. Student performance is also reviewed as new state, benchmark, and local assessment data become available and during the annual course-selection and academic planning process.

Identification measures may include:

- Prior GATE identification records;
- CAASPP and other state assessment performance;
- NWEA and local assessment data;
- Advanced Placement readiness indicators;
- Classroom performance and grades;
- Teacher recommendations;
- Student portfolios and work samples;
- Honors and advanced coursework performance; and
- Demonstrated academic achievement, creativity, leadership, or intellectual potential.

The SAS/GATE Coordinator and appropriate school staff review available data to identify students who may benefit from advanced, accelerated, or enriched academic opportunities and to support appropriate course placement and program access. Students who are not initially identified may be considered at any time during the school year when new information, assessment results, academic performance, or staff recommendations indicate that additional review is appropriate.

BCCHS recognizes that giftedness and advanced academic potential may be demonstrated in multiple ways and is committed to equitable identification practices. The school reviews available student performance and participation data to help identify students from historically underserved or underrepresented populations, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, and other student groups, and to promote equitable access to advanced academic opportunities.

Educational Program and Services for GATE and High-Achieving Students

BCCHS provides a variety of instructional programs, services, and supports designed to meet the needs of gifted students and students achieving above grade level. These opportunities are delivered through rigorous coursework, differentiated instruction, enrichment opportunities, accelerated pathways, and individualized academic planning.

School for Accelerated Studies (SAS)

The School for Accelerated Studies (“SAS”) serves as a primary accelerated academic pathway for high-achieving and college-ready students. The SAS program is intentionally designed to provide students with advanced academic opportunities, accelerated college-preparatory coursework, and meaningful access to university-level learning experiences while students are still enrolled in high school.

Key features of the SAS program include:

- Extensive dual enrollment and college coursework opportunities

- Advanced Placement (“AP”) and honors coursework
- Opportunities to complete substantial portions of the Cal-GETC pathway while in high school
- Rigorous college-preparatory curriculum aligned to UC/CSU admission requirements
- Academic advising and individualized postsecondary planning
- Access to National Education Equity Lab partnerships connected to universities such as Stanford, Princeton, UPenn, and Howard

College coursework is offered through partnerships with Los Angeles Valley College (“LAVC”). Courses are UC/CSU transferable, and LAVC professors teach courses on the BCCHS campus. Students earn college credit for each successfully completed course, and program costs are covered to increase equitable access to accelerated learning opportunities. To demonstrate acceleration and meet SAS expectations, students are expected to complete a variety of college courses while in high school.

As of the writing of this petition, BCCHS offers 22 college courses through the School for Accelerated Studies (“SAS”) program in partnership with Los Angeles Valley College (“LAVC”). The SAS course sequence is intentionally structured to provide a progressive accelerated pathway across grades 9–12. Students in grade 9 are offered access to 6 college courses, students in grade 10 are offered 6 college courses, students in grade 11 are offered 6 college courses, and students in grade 12 are offered 4 college courses. This vertically aligned structure allows students to progressively engage in rigorous college-level coursework throughout high school while accelerating progress toward college readiness, Cal-GETC completion, UC/CSU eligibility, and post-secondary success.

Program Highlights

Recent SAS program highlights include:

- 743 SAS students enrolled during the SY 2024–25
- 802 SAS students enrolled during the SY 2025–26
- 66 sections of college classes were offered during the SY 2024-25
- 82 sections of college classes were offered during the SY 2025-26
- Most students complete a minimum of 14 college courses while in high school over the course of their four years of high school.
- 44% of SAS graduating seniors earned Cal-GETC certification for the SY 2024-25, with 56% completing the Cal-GETC for the SY 2025-26
- 100% of SAS students are A–G eligible for the last four school years (SY22-23 – SY25-26)
- 96% of SAS students taking AP classes earn grades of “C” or higher for the SY2024-25.
- 100% of SAS students enroll in at least one AP course for the past two SY 2023-24 and SY 2024-25.
- 83% of SAS students pass at least one AP exam with a score of 3 or higher for the SY 2024-25.
- Average SAS student GPA: 4.10 for the SY2024-25.²³

The SAS program promotes academic acceleration, advanced scholarship, critical thinking, and college readiness while providing students with opportunities to earn college credit and engage in rigorous university-level coursework during high school.

Advanced Placement (AP) Program

BCCHS offers an extensive Advanced Placement (“AP”) program designed to expand access to rigorous college-level coursework and support students in developing advanced academic and analytical skills. The school currently offers 21 Advanced Placement courses across multiple subject areas, providing students with opportunities to engage in challenging curriculum aligned to college-level expectations.

²³ Source: Internal BCCHS data

The AP program has demonstrated significant growth in student participation and achievement over recent years, including:

- Increased AP enrollment and course participation
- Increased numbers of students earning passing AP exam scores
- Increased percentages of students earning scores of 3 or higher on AP exams
- Increased numbers of graduates successfully completing AP coursework with grades of “C” or higher

Recent AP performance highlights include:

- 949 students enrolled in AP courses during the 2024–2025 school year
- 1,581 AP exams administered
- 614 students earning AP exam scores of 3 or higher
- 64.7% of AP students earning scores of 3 or higher
- Continued multi-year growth in AP participation and student success outcomes

BCCHS also earned:

- 2023 College Board AP School Honor Roll – Bronze Recognition
- 2024 College Board AP School Honor Roll – Silver Recognition
- 2025 College Board AP School Honor Roll – Silver Recognition

These recognitions reflect the school’s commitment to expanding equitable access to advanced coursework and increasing college readiness outcomes for historically underserved student groups.

Additional Advanced Academic Opportunities

BCCHS provides gifted and advanced learners with access to:

- Honors courses
- Dual enrollment opportunities
- Career Technical Education (CTE) pathways
- Leadership and enrichment opportunities
- Research, project-based learning, and interdisciplinary learning experiences
- Academic competitions and extracurricular activities
- College and career readiness programs

Differentiated Instruction and Classroom Supports

Teachers utilize differentiated instructional strategies to meet the needs of advanced learners within the classroom environment. Strategies may include:

- Depth and complexity frameworks
- Higher-order questioning and critical thinking tasks
- Independent and inquiry-based learning opportunities
- Flexible grouping
- Enrichment and extension activities
- Project-based and interdisciplinary learning
- Opportunities for student voice and choice
- Acceleration and advanced pacing where appropriate

Monitoring of GATE and High-Achieving Students

The progress of gifted and advanced students is monitored regularly through academic performance reviews, counselor meetings, transcript evaluations, assessment data analysis, AP performance, college readiness indicators, and ongoing communication among teachers, counselors, administrators, and families.

The school utilizes multiple measures to monitor student growth and program effectiveness, including:

- Course grades and GPA
- AP participation and exam performance
- CAASPP and local assessment data
- College and career readiness indicators
- Dual enrollment success
- A–G completion
- Postsecondary planning and matriculation data

Grade Level Academy teams, counselors, teachers, administrators, and the SAS Coordinator collaborate to ensure that advanced learners continue to receive appropriate academic challenge, support, and access to enrichment opportunities.

Parent Communication and GATE/SAS Contact

BCCHS values ongoing communication and collaboration with parents regarding advanced academic opportunities, student progress, and enrichment pathways. Parents are informed regarding advanced coursework options, AP enrollment, SAS opportunities, dual enrollment programs, college readiness pathways, and academic supports through counselor meetings, informational presentations, parent conferences, school communication systems, and academic planning meetings.

The onsite designee and parent contact regarding GATE services, advanced academic opportunities, and the School for Accelerated Studies (“SAS”) is:

Onsite Coordinator

SAS Coordinator / GATE Parent Contact

The SAS Coordinator collaborates with counselors, administrators, teachers, students, and families to support advanced learners, monitor student progress, coordinate accelerated academic opportunities, and assist students in accessing rigorous college- and career-ready pathways.

Through these systems and supports, BCCHS provides gifted and talented students and students achieving above grade level with rigorous instruction, meaningful enrichment opportunities, individualized support, and access to advanced academic pathways that prepare them for postsecondary success and lifelong learning.

23. Students Achieving Below Grade Level

Birmingham Community Charter High School implements a comprehensive, data-driven system of identification, intervention, and progress monitoring to ensure that students achieving below grade level—including English Learners—receive timely, targeted, and effective support. Through a Multi-Tiered System of Supports (MTSS), the school combines rigorous, standards-aligned instruction with differentiated practices, structured interventions, and ongoing progress monitoring. This system is grounded in a schoolwide commitment to **high Depth of Knowledge (DOK) instruction, student voice and choice**, and the use of **Claim-Evidence-Reasoning (CER)** as a common instructional framework. In alignment with California requirements, the school provides both **Designated and Integrated English Language Development (ELD)** to ensure that Emergent Multilingual Learners develop academic language while accessing rigorous, grade-level content.

Key Points

1. Identification of Students Achieving Below Grade Level

Students are identified across all grade levels through multiple measures to ensure accuracy and early intervention, including:

- **Formative and summative assessments** (tests, quizzes, essays, projects, presentations, including CER-aligned tasks)
- **Checks for understanding (CFUs)** embedded in daily instruction
- **Course grades and progress reports** issued twice per semester
- **State and local assessment data**, including CAASPP and ELPAC
- **Interim and diagnostic assessments**, including Achieve3000 and NWEA MAP
- **Attendance and engagement data**
- **Teacher and counselor referrals**
- **Student self-monitoring tools** (Aeries and Google Classroom), promoting **student ownership of learning**

Quarterly “Red List” Identification:

- Each quarter, the school generates a **grade-level “red list”** identifying students with a **GPA below 2.0**
- This list serves as an early warning system to ensure timely intervention
- **Grade-Level Coordinators and Counselors** review the list and initiate targeted follow-up, including:
 - Academic check-ins and goal-setting meetings with students
 - Parent/guardian communication
 - Assignment of tutoring and additional supports
 - Ongoing monitoring of grades, attendance, and engagement

2. Instructional Program and Targeted Supports

A. Differentiated Core Instruction with Integrated ELD (Tier 1)

- All students receive rigorous, standards-based instruction with embedded supports, including:
 - Adaptations to task complexity, pacing, and instructional delivery
 - Use of visuals, structured discourse, and cooperative learning
 - Adjustments to participation and response formats
 - Individualized goals and scaffolds as needed
- **Integrated ELD is implemented schoolwide** (in all content areas except Spanish and ASL), ensuring:
 - Explicit language objectives aligned to content standards
 - Academic vocabulary development and structured discourse
 - Access to grade-level content through scaffolding
- Instruction is designed using:
 - **High DOK learning tasks**
 - **CER framework** to support analytical thinking and academic language
 - **Student voice and choice** to increase engagement and ownership
- Daily expectations include:
 - Posting learning targets, language objectives, and standards
 - Conducting meaningful CFUs
 - Providing opportunities for student discussion, reflection, and feedback

B. Designated ELD and Targeted Supports for English Learners (Tier 1 & Tier 2 Integration)

- Students identified as English Learners receive **Designated ELD** in addition to Integrated ELD:

Newcomer/Emergent Multilingual Students:

- Double-block **Designated ELD (ELL 1)**
- **EL Seminar** and **English Skills** classes
- Integrated double-block **Algebra 1** and **Physical Education**

Expanding English Learners:

- Placement in **Designated ELD courses (ELL 2, 3, or 4)**
- Enrollment in grade-level content courses with Integrated ELD

- Instruction includes:
 - Explicit language development and vocabulary instruction
 - **CER-based writing and structured discourse**
 - Opportunities for **student voice, collaboration, and oral language development**
 - Scaffolded supports to maintain access to rigorous content

C. Targeted Interventions (Tier 2)

- **Before and After-School Tutoring Program:**
 - Content-area tutors available daily
 - Bilingual aides provide EL support in Spanish and Russian
 - Special education paraprofessionals support students with IEPs
- **Progress monitoring systems:**
 - Tutoring attendance tracked via 5-Star
 - Teachers and counselors assign and monitor participation
- **Reteaching and revision opportunities:**
 - Students revise and resubmit work, including **CER-based assignments**
 - Opportunities for **student reflection and goal-setting**
- **Red List Follow-Up Supports:**
 - Mandatory or strongly encouraged tutoring for identified students
 - Increased counselor monitoring and academic planning
 - Coordination with teachers for targeted instructional support
- **In-Class Tutoring Program**
 - Partnership with “A Tree of Knowledge”, and educational services provider to provide trained academic tutors
 - Use of categorical funding to support targeted intervention services
 - Placement of tutors in high-need classes, primarily mathematics and science
 - Tutors assigned based on knowledge and familiarity with the course content area
 - One-to-one and small-group instructional support during classroom instruction
 - Embedded academic intervention within the instructional day
 - Collaboration between tutors and classroom teachers to reinforce standards-aligned instruction
 - Support for student engagement, guided practice, and academic skill development
 - Alignment with the school’s MTSS and intervention systems
 - Increased access to rigorous grade-level curriculum and academic supports

D. Intensive Supports (Tier 3)

- **Special Education Services:**
 - Co-teaching, individualized instruction, and IEP-driven supports
 - Scaffolded **CER and DOK-aligned instruction**
- **Community-Based Instruction (CBI) Program:**
 - Focus on functional life skills and community engagement
 - Inclusion opportunities supporting **student agency and participation**

3. Progress Monitoring and Accountability

Student progress is continuously monitored through multiple aligned systems:

- **Classroom-Level Monitoring**
 - Ongoing CFUs and formative assessments, including CER-aligned tasks
 - Use of rubrics and revision cycles to track mastery
- **Interim and Diagnostic Assessments**

- Achieve3000 to monitor Lexile growth and reading comprehension
- NWEA MAP to measure growth in reading and mathematics
- ELPAC to monitor English language development and reclassification progress
- **Summative Assessments**
 - CAASPP to evaluate standards mastery and overall program effectiveness
- **Data Review and Intervention Cycles**
 - Quarterly “red list” review cycles to monitor students below a 2.0 GPA
 - PLC and department analysis of assessment and grade data
 - Senate and department chair collaboration to calibrate rigor and instructional practices
- **Student and Family Engagement**
 - Aeries and Google Classroom provide real-time access to grades and assignments
 - Progress reports and report cards communicate academic standing
 - Counselors conduct targeted meetings with students and families

Birmingham’s comprehensive system ensures that students performing below grade level—including English Learners—are identified early and supported through differentiated instruction, Designated and Integrated ELD, and targeted interventions. The inclusion of quarterly red list monitoring, alongside CER, high DOK instructional practices, student voice and choice, and the school’s In-Class Tutoring Program, creates a responsive and accountable system of support. Through the In-Class Tutoring Program, trained content-area tutors from A Tree of Knowledge are strategically placed in high-need classes, primarily mathematics and science, to provide individualized and small-group academic support during classroom instruction. This integrated approach ensures equitable access to rigorous learning while promoting continuous academic growth and success for all students.

24. Socioeconomically Disadvantaged/Low Income Students

Birmingham Community Charter High School recognizes that socioeconomically disadvantaged (SED) students may face barriers to access, opportunity, and engagement that are distinct from academic performance. The school is committed to ensuring that all low-income students have equitable access to a comprehensive, high-quality educational program through targeted supports, enrichment opportunities, and coordinated services. These efforts focus on removing non-academic barriers, increasing access to resources, and promoting full participation in the school community, while maintaining high expectations and rigorous learning experiences. As part of this commitment, the school implements proactive **behavioral and wellness screening measures**, including administration of the **Strengths and Difficulties Questionnaire (SDQ) in the early fall** to identify students with potential mental health concerns that may serve as barriers to accessing the educational program.

Key Points

1. Identification of Socioeconomically Disadvantaged Students

Students are identified using multiple verified data sources, including:

- Free and Reduced-Price Meal (FRPM) eligibility
- Local Control Funding Formula (LCFF) data
- School enrollment and family income data
- Foster youth and homeless status (as applicable)

This data is maintained and monitored by school administration, counseling staff, and appropriate support personnel to ensure accurate identification and service provision.

2. Meeting the Unique Needs of Socioeconomically Disadvantaged Students

A. Access to Basic Needs and School Resources

- Provision of:

- Free/reduced meals
- Transportation is only provided or arranged as required by the McKinney-Vento Homeless Assistance Act for eligible students experiencing homelessness who have moved outside of the BCCHS attendance area and wish to continue attending BCCHS as their school of origin when such transportation is requested by the parent or guardian, or in the case of an unaccompanied youth, by the Charter School's homeless liaison. Access to school supplies, textbooks, and instructional materials
- Technology access (devices, internet connectivity support)
- Support coordinated by administration, counseling staff, and office personnel

B. Access to Rigorous Coursework and Enrichment Opportunities

- Active efforts to ensure equitable access to:
 - A–G aligned coursework
 - Advanced Placement (AP) courses and exams
 - Career Technical Education (CTE) pathways
 - Visual and Performing Arts programs
 - Athletics and extracurricular activities
- Financial barriers are reduced through:
 - Fee waivers (e.g., AP exams, field trips, program participation)
 - Fundraising support and school-sponsored assistance
- Instructional practices emphasize:
 - **Student voice and choice**
 - Access to **high DOK learning tasks** and **CER-based instruction**

C. Counseling, College, and Career Supports

- As of the writing of this petition, **three (3) academic counselors are assigned per grade level**, each with an average caseload of approximately **250–275 students**, provide:
 - Academic planning and A–G monitoring
 - Ongoing progress monitoring and individualized student support
- In addition, the school provides:
 - **Two College Counselors** who support:
 - College applications, essays, and admissions processes
 - FAFSA/CADAA completion and financial aid planning
 - College visits and post-secondary awareness
 - **One Career Counselor** who supports:
 - Career exploration and pathway development
 - CTE alignment and workforce readiness
 - Internship and career-based learning opportunities
- This comprehensive counseling structure ensures that SED students receive targeted support to access postsecondary opportunities.
- **Program Flexibility:**
 - Birmingham Community Charter High School is committed to maintaining a comprehensive counseling program that supports students' academic, college, career, and social-emotional success.
 - The staffing levels and counseling services described above reflect the Charter School's current program and are intended to be maintained to the greatest extent practicable.
 - However, the Charter School reserves the right to modify counselor staffing levels, caseloads, and the allocation of counseling responsibilities as necessary based on enrollment, student needs,

available funding, and budgetary constraints, while continuing to provide counseling and support services consistent with applicable law and the educational program described in this Charter.

D. Family Engagement and Communication

- Multiple communication platforms:
 - Aeries Parent Portal
 - Google Classroom guardian access
 - Progress reports and report cards
 - Targeted outreach:
 - Parent meetings and workshops
 - Language-accessible communication
-

E. Social-Emotional, Wellness, and Behavioral Supports

- Administration of the **Strengths and Difficulties Questionnaire (SDQ)** in the early fall to:
 - Identify students with potential mental health concerns that may limit access to the educational program
 - Provide early intervention and targeted support
 - **Psychiatric Social Workers (PSWs) : Psychiatric Social Workers (PSWs):** BCCHS currently employs four **Psychiatric Social Workers (PSWs)**, with one PSW assigned to support each grade level, **Grades 9 through 12**. PSWs provide:
 - Ongoing case management and student monitoring
 - Individual and group counseling services
 - Crisis intervention and mental health support
 - Coordination with families and external service providers
 - Referrals and linkage to additional community-based mental health and social service resources, as appropriate.
 - Additional supports include:
 - School counseling services and referrals to outside mental health providers
 - Tiered interventions aligned to MTSS
 - Staff training in trauma-informed and culturally responsive practices
 - **Program Flexibility:**
 - Birmingham Community Charter High School is committed to providing comprehensive mental health and social-emotional supports for students through Psychiatric Social Workers (PSWs) and other qualified personnel.
 - The staffing levels and services described above reflect the Charter School's current program and are intended to be maintained to the greatest extent practicable.
 - However, the Charter School reserves the right to modify PSW staffing levels, caseloads, service delivery models, and the allocation of responsibilities as necessary based on enrollment, student needs, available funding, and budgetary constraints, while continuing to provide appropriate mental health and student support services consistent with applicable law and the educational program described in this Charter.
-

3. Monitoring and Accountability

Progress and access for socioeconomically disadvantaged students are monitored through coordinated systems:

- **Administrative and Counselor Oversight**
 - Review of participation in programs (AP, CTE, extracurriculars)
 - Monitoring of A–G completion and college/career readiness indicators
-

- Ongoing monitoring by **academic counselors, college counselors, career counselor, and PSWs.**
- **Data Systems and Reporting**
 - Use of Aeries to monitor attendance, engagement, and course enrollment
 - Analysis of subgroup data through LCFF and California Dashboard indicators
- **Behavioral and Wellness Monitoring**
 - Review of **SDQ screening results** to identify trends and assign supports
- **Program Access Monitoring**
 - Tracking of fee waivers, program participation, and resource allocation
- **Family Engagement Monitoring**
 - Documentation of parent contact and outreach efforts
- **Continuous Improvement Structures**
 - Leadership team and counseling staff review data and adjust supports
 - Alignment with LCAP goals and actions

Birmingham’s approach to supporting socioeconomically disadvantaged students is centered on equity, access, and whole-child support. By proactively identifying students, removing barriers, and integrating academic, college and career, social-emotional, and behavioral supports—including **early fall administration of the SDQ**, dedicated **Psychiatric Social Workers (PSWs)**, and a **comprehensive counseling team that includes academic, college, and career counselors**—the school ensures that all students have equitable access to opportunities and resources. Ongoing monitoring and continuous improvement processes ensure that supports remain responsive and effective, enabling all students to fully engage in and benefit from a rigorous, comprehensive educational program.

25. Students with Disabilities (SEE FSDRL)

26. Students in Other Student Groups

Birmingham Community Charter High School is committed to ensuring that **Foster Youth and students experiencing homelessness** receive comprehensive, coordinated supports that address barriers to stability, access, and full participation in the educational program. Recognizing the unique challenges these students may face, including mobility, trauma, and inconsistent access to resources, the school implements proactive identification systems, individualized supports, and ongoing monitoring. Through collaboration among counselors, **Psychiatric Social Workers (PSWs)**, administrators, and community agencies, Birmingham ensures that these students receive equitable access to rigorous coursework, enrichment opportunities, and social-emotional supports necessary for academic success and overall well-being.

Key Points

1. Identification of Foster Youth and Students Experiencing Homelessness

- Identification through:
 - Enrollment and residency questionnaires (including McKinney-Vento identification)
 - District and state data systems (e.g., CALPADS)
 - Collaboration with child welfare agencies and liaisons
 - Self-identification and family outreach
- School staff (counselors, PSWs, administrators) are trained to recognize indicators of housing instability and foster status
- Immediate referral to appropriate support personnel upon identification

2. Services, Supports, and Opportunities

A. Academic and School Stability Supports

- Immediate enrollment and **school stability protections** in alignment with McKinney-Vento requirements
- Priority access to:
 - A–G coursework, AP classes, and CTE pathways
 - Tutoring and academic interventions
- Coordination by:
 - **Academic counselors (currently 3 per grade level, 250–275 caseload)** See Program Flexibility section for more information.
 - Grade-level administrators and support staff

B. Social-Emotional and Wellness Supports

- **Four Psychiatric Social Workers (PSWs)**, one per grade level, provide:
 - Case management and individualized support plans
 - Counseling services (individual and group)
 - Crisis intervention and coordination with outside agencies
- Early identification through administration of the Strengths and Difficulties Questionnaire (SDQ) in the early fall
- Staff trained in trauma-informed and culturally responsive practices

C. Basic Needs and Resource Access

- Support with:
 - Transportation (as applicable under McKinney-Vento)
 - School supplies, clothing, and hygiene resources
 - Meal access and other essential services
- Coordination with community-based organizations and local agencies

D. College and Career Readiness Supports

- Dedicated counseling structure includes:
 - **Academic counselors** for graduation and A–G monitoring
 - **Two college counselors** for postsecondary planning and financial aid support
 - **One career counselor** for workforce readiness and career exploration
- Targeted support ensures access to:
 - College applications, FAFSA/CADAA completion
 - Fee waivers for exams and applications
 - College visits and career exposure opportunities

E. Family/Guardian and Agency Collaboration

- Ongoing communication with:
 - Foster agencies, social workers, and caregivers
 - Families and guardians of students experiencing homelessness
- Support for educational rights and advocacy

3. Monitoring and Accountability

- **Case management and ongoing monitoring** by:
 - Academic counselors
 - Psychiatric Social Workers (PSWs)

- Administrators and support staff
 - Monitoring systems include:
 - Aeries (attendance, grades, engagement)
 - Participation in tutoring, programs, and services
 - Regular review of:
 - Academic progress and credit accumulation
 - School stability and engagement
 - Collaboration in **Student Support Team (SST)/MTSS structures** to adjust supports
 - Documentation of services and outreach to ensure compliance and responsiveness
-

Birmingham’s coordinated approach ensures that Foster Youth and students experiencing homelessness are identified early and supported through integrated academic, social-emotional, and resource-based services. With dedicated staffing, strong collaboration with external agencies, and ongoing progress monitoring, the school removes barriers and ensures that these students have equitable access to a stable, rigorous, and supportive educational environment.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

1. Measurable Goals/Pupil Outcomes of the Educational Program

Please see Element 1 and the completed LCFF State Priorities Table.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

2. Performance Targets Aligned to State Priorities

Please see Element 1 and the completed LCFF State Priorities Table.

3. Annual Measurable Goals for Grades Not Participating in the California Assessment of Student Performance and Progress (CAASPP)

Please see Element 1 and the completed LCFF Priorities Table.

Performance Targets

4. Other Performance Targets

Please see Element 1 and the completed LCFF Priorities Table.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. Monitoring and Measuring Student Progress

Birmingham Community Charter High School implements a comprehensive, standards-aligned assessment system to monitor and measure student progress toward mastery of California State Standards and the school's identified goals. This system integrates **formative, interim, and summative assessments** to provide timely, actionable data for instructional decision-making. Assessments are aligned to state frameworks and local priorities, including **Depth of Knowledge (DOK)**, **Claim-Evidence-Reasoning (CER)**, and **Designated and Integrated ELD**.

In addition, the school administers **diagnostic assessments in reading comprehension, reading fluency, and foundational math skills to all incoming 9th grade students**. These entry-level assessments are used to **identify students in need of remediation or enrichment in English and mathematics**, ensuring appropriate course placement, targeted supports, and accelerated opportunities at the start of high school.

The school utilizes **multiple verified data sources** (as defined by the California Department of Education), including **state assessments, interim assessment blocks, and local benchmark tools administered consistently across grade levels and timeframes**, to ensure that data is valid, reliable, and sufficient to measure pupil progress. Assessment results are regularly analyzed through **grade level cohorts**, department collaboration, and MTSS structures to adjust instruction, target interventions, and support continuous improvement for all students and student groups.

Key Components

1. Internal Assessments (Tools and Alignment)

Birmingham utilizes a variety of internal assessments that are appropriate and sufficient to measure progress toward identified goals:

- **Diagnostic Assessments (Incoming 9th Grade)**
 - Reading comprehension and fluency assessments
 - Foundational math skills assessments
 - Administered at the beginning of 9th grade
 - **Purpose:** Identify students in need of remediation, targeted intervention, or enrichment; inform placement and support
- **Formative Assessments (Daily/Weekly)**
 - Checks for Understanding (CFUs), exit tickets, quizzes, discussions
 - CER-aligned writing tasks and performance-based assessments
 - Teacher-created assessments aligned to standards and DOK levels
 - **Purpose:** Immediate feedback to adjust instruction and monitor mastery
- **Interim/Benchmark Assessments**
 - NWEA MAP:
 - **Administered three times per year (Fall, Winter, Spring)** to measure student growth in reading and math
 - Achieve3000:
 - **Initial LevelSet (August), Mid-Year LevelSet (December), Final LevelSet (May)**
 - Monthly activity-based assessments to monitor Lexile growth and comprehension
 - **Interim Assessment Blocks (IABs) and Focused IABs (FIABs)** in ELA and Math aligned to CAASPP
 - **ELPAC-aligned IABs/FIABs** for English Learner progress
 - Local common benchmarks developed through department and grade level cohort collaboration
 - **Purpose:** Monitor progress toward standards mastery and predict summative performance
- **Diagnostic and Screening Tools**
 - Strengths and Difficulties Questionnaire (SDQ) (administered early fall)
 - Reading and math diagnostic tools embedded in NWEA and Achieve3000
 - **Purpose:** Identify baseline skill levels and non-academic barriers
- **Summative Assessments (for validation of progress)**
 - CAASPP
 - ELPAC
 - Course-based finals, projects, and performance tasks
 - **Purpose:** Measure end-of-year mastery and validate interim data

2. Frequency of Assessment and Grade Levels

Table 39: Assessments by Grade Level

Assessment Type	Frequency	Grade Levels Assessed
Diagnostic (Incoming 9th – Reading & Math)	Beginning of year	9
Formative (CFUs, quizzes, CER tasks)	Daily / Weekly	9–12
Common Benchmarks / Unit Assessments	Every 4–6 weeks	9–12
IABs / FIABs (ELA, Math, ELPAC-aligned)	2–3 times per year	9–11 (as applicable)
NWEA MAP	Fall, Winter, Spring (3x/year)	9–10 (and targeted groups)
Achieve3000	Monthly + LevelSet (Aug, Dec, May)	9–12
Strengths and Difficulties Questionnaire (SDQ)	Early fall (1–2 times/year)	9–12
CAASPP	Annually	11
ELPAC	Annually	EL students (9–12)

3. Performance Expectations

- **Academic Achievement**
 - Annual growth in CAASPP DFS and interim assessments
 - Increased by 2 DFS points of students meeting/exceeding standards
 - Increased Scaled Score Averages for ELA, Math and Science by 3 points per year
- **English Learner Progress**
 - Annual progress in ELPAC levels
 - Improved ELPI status and increased reclassification rates
- **College and Career Readiness**
 - Maintain A–G completion rates at or above 85%
 - Increased % of students earning C or better in 9th/10th grade English and Math
 - Increased % of students eligible for four-year universities
- **Graduation Outcomes**
 - Maintain four-year cohort graduation rate at or above 90%
- **Instructional Rigor and Engagement**
 - Increased evidence of DOK Level 3–4 tasks
 - Increased student proficiency in CER-based assessments
 - Improved student engagement indicators (voice and choice)
- **Early Identification and Support (9th Grade)**
 - Increased % of students appropriately placed based on diagnostic results
 - Reduction in students requiring intensive remediation by end of 9th grade
 - Increased access to enrichment opportunities
- **Wellness and Access**
 - Reduction in barriers identified through SDQ and counseling data
 - Increased participation in intervention and support programs

Comprehensive Formative and Internal Assessments

Birmingham's comprehensive formative assessment system ensures that student progress toward mastery of state standards and schoolwide goals is continuously monitored, measured, and supported. The Testing and Assessment Coordinator, in collaboration with school administrators, instructional leaders, department chairs, and teachers, coordinates the implementation and monitoring of the school's assessment cycle, including incoming Grade 9 diagnostic assessments, NWEA MAP administered three times annually (Fall, Winter, and Spring), and Achieve3000 ongoing monitoring with LevelSet benchmark administrations.

Monitoring occurs through a coordinated process that includes:

- **Assessment Administration and Data Verification:** The Testing Coordinator and other designated staff monitor assessment administration, student participation, completion, and the availability and accuracy of assessment data.
- **Data Analysis:** Following major assessment administrations, school administrators, departments, and Grade Level Academy (GLA) teams review results to identify schoolwide, departmental, course-level, student-group, and individual student performance trends.
- **Instructional Response:** Teachers use assessment results to identify standards and skills requiring additional instruction, adjust instructional strategies and pacing, differentiate instruction, and identify students who may require intervention, acceleration, or additional academic support.
- **Student Support and Intervention:** Counselors, GLA intervention teams, and other appropriate staff use student-level data to help identify and monitor students requiring additional academic support.

- **Continuous Improvement:** Administrators and instructional leaders compare results across assessment periods to monitor student growth, evaluate the effectiveness of instructional practices and interventions, and identify areas requiring programmatic or instructional adjustment.

Through the strategic use of **multiple internal assessments, established assessment cycles, collaborative data review, and data-verification practices**, BCCHS provides timely interventions, refines instruction, monitors student growth over time, and supports students in making meaningful progress toward mastery of academic standards and college and career readiness.

Data Analysis and Reporting

6. Collecting, Analyzing, Using and Reporting Academic Performance Data

Birmingham Community Charter High School implements a comprehensive, data-driven system to collect, analyze, use, and report academic performance and operational data in alignment with California Department of Education (CDE) requirements and best practices. The school utilizes **multiple measures of student performance**, including state assessments, interim benchmarks, course performance, and student engagement data, to ensure a complete and accurate understanding of student outcomes.

Data is systematically reviewed at multiple levels—including **grade level cohorts, departments, school site leadership, executive leadership, and the governing board**—to inform decision-making, improve instructional practices, and ensure continuous improvement. The school also maintains transparent reporting practices to ensure that students, families, staff, and the broader community are informed of school performance and progress toward goals, including regular progress reporting throughout each semester.

Key Components

1. Types of Data Collected (Aligned to CDE and Legal Requirements)

The school collects and analyzes multiple types of data, including:

- **Academic Achievement Data**
 - CAASPP (DFS, Scale Scores, participation rates)
 - ELPAC (proficiency levels, ELPI status)
 - Interim assessments: IABs/FIABs (ELA, Math, ELPAC-aligned)
 - NWEA MAP (Fall, Winter, Spring growth data)
 - Achieve3000 (monthly performance and LevelSet data)
- **College and Career Readiness Data**
 - A–G completion rates
 - College/Career Indicator (CCI) status
 - Graduation rate
 - UC/CSU eligibility rates
 - AP enrollment and passage rates
- **Course Performance Data**
 - Grades and GPA
 - % of students earning C or better (especially in 9th/10th grade English and Math)
 - Credit accumulation
- **Student Engagement Data**
 - Attendance and chronic absenteeism
 - Participation in tutoring and interventions (e.g., 5-Star tracking)

- **School Climate and Behavior Data**
 - Suspension and discipline data
 - Student, parent, and staff survey data
- **Social-Emotional and Wellness Data**
 - Strengths and Difficulties Questionnaire (SDQ) results
 - Counseling referrals and service utilization

2. Use of Data to Inform Curriculum, Instruction, Intervention, and Enrichment

- **Curriculum and Instruction**
 - Data is analyzed in **grade level cohorts and department teams** to:
 - Identify standards needing reteaching
 - Adjust pacing and instructional strategies
 - Increase rigor through DOK and CER implementation
- **Intervention**
 - Identification of students for:
 - Tutoring (before/after school, multilingual support)
 - MTSS interventions
 - Counseling and wellness services
 - Use of diagnostic and interim data to provide targeted, timely support
- **Enrichment**
 - Identification of students for:
 - Advanced coursework (AP, honors)
 - Enrichment opportunities and academic extension
 - Expansion of student voice and choice in rigorous learning tasks

3. Use of Data by Leadership and Governance

- **Staff (Teachers)**
 - Analyze classroom and interim data to adjust instruction and monitor student progress
- **Grade Level Cohorts / Departments**
 - Review common assessments and student work
 - Align instructional practices and interventions
- **School Site Leadership (Administrators, Coordinators)**
 - Monitor schoolwide trends and subgroup performance
 - Evaluate program effectiveness (MTSS, ELD, interventions)
 - Guide professional development priorities
- **Administrative Leadership**
 - Analyze longitudinal data trends
 - Ensure alignment with LCAP goals and charter commitments
 - Allocate resources based on identified needs
- **Governing Board**
 - Receive regular reports on:
 - Academic performance
 - Student outcomes and subgroup progress
 - Key indicators (graduation, A–G, CCI, attendance)
 - Use data to:
 - Provide oversight and accountability
 - Approve strategic plans and resource allocation
 - Ensure alignment with the school's mission and goals

4. Reporting Data to Stakeholders

- **Students and Families**
 - Aeries Student/Parent Portal (grades, attendance, A–G progress)
 - **Two progress reports per semester** to provide updates on student performance
 - **Final report card issued at the end of each semester reflecting final grades earned**
 - Parent meetings, workshops, and conferences
- **Staff**
 - Regular data presentations in grade level cohorts, departments, and staff meetings
 - Shared dashboards and reports to guide instruction
- **Governing Board**
 - Formal presentations and reports at board meetings
 - Updates on key performance indicators and goals
- **Community and Public**
 - School Accountability Report Card (SARC)
 - LCAP and annual updates
 - California Dashboard results

Birmingham’s comprehensive data analysis and reporting system ensures that **data is actively used at all levels of the organization** to drive decision-making, improve instruction, and support student success. The inclusion of **regular progress reporting (two progress reports per semester and final report cards)** ensures that students and families are consistently informed and able to respond proactively. Through structured data collection, analysis, and transparent reporting, the school maintains strong accountability, continuous improvement, and alignment with its mission to prepare all students for college and career success.

Grading, Progress Reporting, and Promotion/Retention

7. Grading and Progress Reporting Systems

Birmingham Community Charter High School (“BCCHS”) maintains comprehensive grading, progress reporting, and promotion/retention systems designed to support academic achievement, promote student accountability, provide timely communication with students and families, and ensure that students remain on track toward graduation and college and career readiness.

The school’s grading and progress reporting systems are aligned to California State Standards, A–G expectations, and the school’s instructional goals. BCCHS utilizes ongoing assessment, progress monitoring, and data review processes to provide students and families with accurate information regarding academic performance, credit accumulation, graduation progress, and readiness for postsecondary opportunities.

Grading Policy

BCCHS utilizes standards-aligned grading practices designed to reflect student mastery of course content, academic progress, participation, and completion of required coursework. Grades are intended to communicate student achievement and provide meaningful feedback regarding academic performance.

Teachers utilize a variety of formative and summative assessment measures, which may include:

- Tests and quizzes
- Essays and written assignments
- Projects and presentations

- Performance-based assessments
- Laboratory activities
- Class participation and discussions
- Homework and classwork
- Common assessments and benchmark assessments

Grades are assigned in accordance with the school's grading scale and course expectations established by departments and instructional teams. Teachers communicate grading expectations, course syllabi, assignment policies, and assessment criteria to students and families at the beginning of each course.

BCCHS emphasizes grading practices that support student growth, academic rigor, and equitable access to learning opportunities. Departments engage in collaborative planning and vertical alignment processes to promote consistency in instructional expectations and grading practices across grade levels and content areas. Advanced Placement ("AP"), honors, dual enrollment, and designated accelerated coursework may utilize weighted grading practices consistent with Board-approved policies and postsecondary readiness expectations.

Progress Reporting and Communication with Families

BCCHS provides students and families with ongoing information regarding academic progress, attendance, behavior, credit accumulation, and graduation status through multiple reporting systems and communication methods.

Progress reporting includes:

- Two formal progress reports issued during each semester
- Final semester report cards and grades
- Ongoing gradebook access through the Aeries Student Information System and Parent Portal
- Parent-teacher conferences
- Counselor meetings and transcript reviews
- Grade Level Academy ("GLA") interventions and progress monitoring
- Notifications regarding academic deficiencies and intervention opportunities

Parents and guardians are provided access to the Aeries Parent Portal, which allows families to monitor student grades, attendance, assignments, missing work, and overall academic progress on a daily basis. Teachers regularly update grades and attendance information within the student information system to ensure timely communication and transparency regarding student performance.

The school also utilizes targeted outreach and intervention processes for students experiencing academic difficulty, attendance concerns, behavioral challenges, or credit deficiencies. Counselors, teachers, administrators, and GLA teams collaborate to identify students needing additional support and to implement appropriate interventions.

Promotion and Retention Policies and Procedures

BCCHS promotes students based on successful completion of coursework, credit accumulation, academic progress, and readiness for advancement toward graduation requirements. Promotion decisions are based upon a comprehensive review of student performance, including:

- Course completion and grades
- Credit accumulation
- Attendance
- Academic progress
- Assessment data
- Graduation status and postsecondary readiness indicators

Students who fail to make satisfactory academic progress may be identified for intervention, academic counseling, and support services. Interventions may include:

- Academic tutoring and intervention programs
- Credit recovery opportunities
- Summer school
- Course-Based Independent Study (“CBIS”)
- Online learning opportunities including partnerships with other accredited district and charter schools
- Schedule modifications
- MTSS interventions and progress monitoring
- Parent conferences and individualized academic plans

BCCHS recognizes that retention may not always be the most effective intervention and therefore prioritizes early identification, targeted support, individualized intervention, and credit recovery opportunities to assist students in remaining on track for graduation.

For high school students, promotion and grade-level classification are generally based on earned credits and progress toward graduation requirements. Students who are significantly credit deficient may be assigned individualized graduation plans and additional interventions to support timely graduation and access to postsecondary opportunities.

Students and parents are informed regarding promotion status, graduation requirements, credit deficiencies, and intervention opportunities through counselor meetings, report cards, progress reports, transcript reviews, and school communication systems.

Key Components of the Grading and Progress Monitoring System

Key components of the BCCHS grading, progress reporting, and promotion systems include:

- Standards-aligned grading practices
- Two progress reports per semester and final semester grades
- Electronic parent and student grade access through Aeries and ParentSquare
- Daily parent access to grades and attendance through the Aeries Parent Portal
- Ongoing transcript reviews and graduation monitoring
- Grade Level Academy intervention systems
- Multi-Tiered System of Supports (“MTSS”)
- Credit recovery opportunities
- Individualized academic counseling and graduation planning
- Parent communication and intervention meetings
- Monitoring of A–G progress and college readiness indicators

BCCHS’s grading, progress reporting, and promotion/retention systems are designed to support student achievement, ensure accountability, and provide students and families with timely and meaningful information regarding academic progress and graduation readiness. Through ongoing monitoring, targeted interventions, individualized support systems, and comprehensive communication practices, BCCHS works to ensure that all students are provided with equitable opportunities to achieve academic success, remain on track toward graduation, and prepare for college, career, and lifelong learning.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector

General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

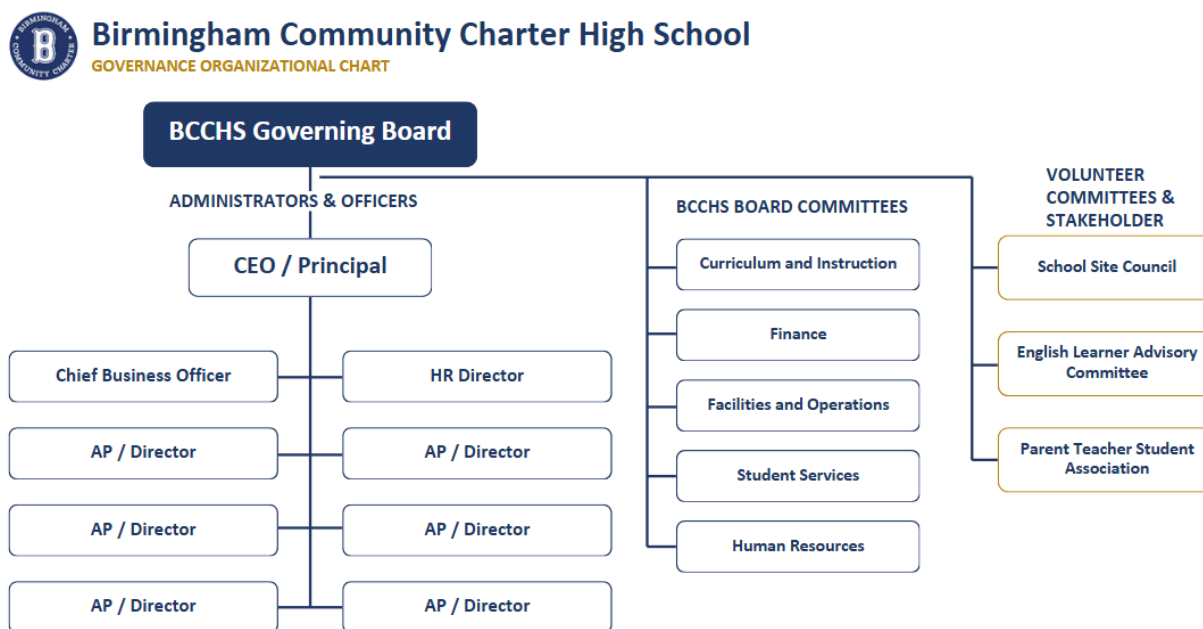
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Consistent with Education Code section 47604.1(d), an employee of the Charter School shall not be disqualified from serving as a member of the Governing Board solely because of the employee's employment status. A Governing Board member who is also an employee of the Charter School shall abstain from voting on, influencing, or attempting to influence another Governing Board member regarding any matter uniquely affecting that member's employment.

This employee exception does not otherwise exempt the Charter School or its Governing Board from the requirements of Government Code section 1090 et seq. To the extent a financial interest constitutes a conflict under Government Code section 1090 and no applicable statutory exception applies, the Governing Board shall not enter into or approve the affected contract or transaction.

Governance Structure

1. Governance Structure



Note the addition of an HR Director.

Organizational Chart Clarification: The Governance Organizational Chart depicts BCCHS's Governing Board, senior administrative leadership and officers, Board committees, and principal educational partner advisory bodies. It is not intended to identify every management, supervisory, classified, operational, or other position

that may be employed by the Charter School. Accordingly, certain positions identified as designated positions in the Charter School's Conflict of Interest Code may not appear on this chart. Such positions are included in the Conflict of Interest Code because the duties associated with those positions may involve participation in decisions that could affect financial interests and therefore require disclosure under applicable conflict-of-interest laws. The chart reflects BCCHS's current senior administrative structure.

Human Resources Position Clarification: The Human Resources Director and Human Resources Manager are separate positions. The Human Resources Director is a certificated administrative position and is currently staffed; the Human Resources Manager is a classified management position and is not currently staffed.

Roles and Responsibilities

Birmingham Community Charter High School is operated by a California nonprofit public benefit corporation. The **Board of Directors of Birmingham Community Charter High School (the "Board")** serves as the governing body of the nonprofit public benefit corporation and is responsible for oversight of the Charter School's overall operation, management, finances, organizational health, and educational program.

Through regular meetings, communications, review of reports and data, and participation in school and community events, and in compliance with all applicable laws, including the Ralph M. Brown Act, the Board remains informed regarding matters affecting the Charter School, including operations, legal and fiscal compliance, academic performance and progress, employment, contracts, facilities, and other matters affecting students, employees, families, and educational partners.

The Board adopts and oversees implementation of policies necessary for the governance and operation of the Charter School. The Board receives informational and action items, considers public comment and educational partner input, reviews areas of need and growth, recognizes school accomplishments, and provides governance-level direction and oversight to support the continued operation and improvement of BCCHS.

Standing Committees of the Board

In addition to encouraging the participation of all stakeholders through attendance at all Governing Board meetings and school-wide events, the BCCHS Governing Board has established Standing Committees to focus on governance tasks and/or policy recommendations.

The Standing Committees are as follows:

- **Curriculum and Instruction**
 - This committee meets monthly and is comprised of ten Department Chairs (math, science, English, history, LOTE, PE, tech art/CTE, fine art, counseling, special ed), an Administrative Director Designee, a parent, a student, and a Board Member. The Committee votes on issues that impact all departments like the instructional calendar.
- **Student Services**
 - The Student Services Committee serves to address and inform policies related to student welfare, student safety, student discipline, due process and grievance procedures, academic integrity, attendance, and student activities. This committee meets monthly and is comprised of an Administrative Director, a dean, three certificated representatives including a Grade Level Academy Coordinator, a student, a mental health support personnel representative, a parent, and a Board Member.
- **Human Resources**
 - The Human Resources Committee addresses work-related issues not directly governed by Bargaining Unit Contracts. This committee meets monthly and is comprised of the Director of

Human Resources, a classified representative, a certificated representative, an administrative representative and is open to all other interested stakeholders.

- **Facilities**
 - This committee addresses issues related to maintenance and/or project development of the facility. It meets monthly and is comprised of the Chief Business Officer, the Chief Executive Officer or designee, the Athletic Director, and a Board Member.
- **Finance**
 - The Finance Committee provides oversight and policy recommendations regarding the fiscal operations of the school including annual internal and external operations, fiscal audits, risk management, strategic planning, resource development, community outreach and networking, as well as any other pertinent fiscal matters. This committee meets monthly and is comprised of each of the other standing committee chairs (Curriculum and Instruction, Student Services, Human Resources, and Facilities and Operations), the Chief Business Officer, the Chief Executive Officer, and a Board Member.

The Governing Board clearly defines the purpose and decision-making authority of each Standing Committee. In fulfilling its defined purpose, each Standing Committee seeks input from stakeholders at BCCHS. All advice/decisions of the Standing Committee are consistent with the authority granted by the Governing Board and the Standing Committee's defined purpose. A Standing Committee has no authority to act in contravention with the Charter School's current bargaining agreements and shall not supersede or relieve any obligation by BCCHS to collectively bargain when legally required.

Changes to Standing Committees, including changes to committee composition, membership, or purview, may be made by the **Board** through formal action approved by a majority of the directors present at a duly noticed meeting at which a quorum is present, unless a greater vote is required by the Bylaws or applicable law. Any change that constitutes a material revision to the Charter shall also be subject to approval by the chartering authority in accordance with applicable law.

Administrators and Officers

- *CEO/Principal*

The CEO/Principal acts as the Instructional Leader of the school and as such, reports to and serves at the behest of the Governing Board. The CEO/Principal oversees daily operation of the academic program and makes recommendations to the Board at regularly scheduled board meetings regarding the educational program.
- *Administrative Directors/Human Resources Director*

The Administrative Directors and the Human Resources Director are the acting leadership team that works under the direction of the CEO/Principal to execute the mission and vision of the educational program via oversight and guidance of the departments and assigned duties within their purview.
- *Chief Business Officer*

The Chief Business Officer oversees the business operations of the charter school and provides Birmingham Community Charter High School Renewal Petition fiscal oversight to the school's financial and business operations. The CBO reports on the fiscal condition of the charter school to the Governing Board at regularly scheduled board meetings. The CBO works together with the CEO/Principal and makes recommendations to the Board.

Stakeholder Committees

All stakeholders, particularly parents, are encouraged to participate in various school-wide committees to assist in establishing policies to support the mission and vision of the educational program. The Parent Teacher Student Association (“PTSA”) meets monthly and informs parents and other stakeholders about important school information, events and activities. The English Learner Advisory Committee (“ELAC”) provides access to parents of English Learners to provide input to the school programs supporting the education of English Learners. The School Site Council (“SSC”) oversees and informs the use of categorical funding for the Charter School. Stakeholders are encouraged to attend these committee meetings and run for offices for each committee.

2. Governing Board Composition and Member Selection

Designated Directors and Terms

Board Composition

The Governing Board is structured to ensure balanced representation from school staff, parents, the community, and the chartering authority while maintaining compliance with the Charter School's bylaws, charter, and applicable provisions of the California Education Code.

Board Membership

- The Governing Board shall consist of no fewer than five (5) and no more than fifteen (15) directors, unless otherwise amended through the Charter School's bylaws and charter.
- The Board shall include:
 - Four (4) certificated staff representatives
 - One (1) non-certificated staff representative
 - One (1) parent representative
 - At least five (5) and no more than nine (9) at-large representatives from the Birmingham Community Charter High School community.

Chartering Authority Representation

- Pursuant to Education Code section 47604(b), the Charter School's authorizing entity is entitled to appoint one (1) representative to serve on the Governing Board.
- If the authorizer appoints a representative, the Board may appoint one additional at-large representative to maintain an odd number of directors.

Student Representation

- To ensure that student perspectives are considered during Board deliberations, the Board President shall appoint the Student Body President, or the Student Body President's designee, to serve as a non-voting advisor to the Governing Board.
- The student advisor represents the student voice and provides input on matters affecting the school community.

The certificated staff representatives must meet the following qualifications:

- Must be currently employed members of the teachers’ bargaining unit at Birmingham Community Charter High School with permanent status.
- No teacher who currently serves as a Department Chair or Lead Teacher may be elected to a Board of Directors seat.
- No teacher who currently serves as the faculty bargaining unit representative may be elected to a Board of Directors seat.

- No more than one member of each academic department may hold a board seat at the same time. In the event that two or more members of the same department are competing for a seat on the Board of Directors, the individual who receives the most votes will be selected.
- A teacher who teaches in more than one department will be considered to represent the department for which he/she teaches the most hours.

The non-certificated staff representative must meet the following qualifications:

- Must be currently employed at Birmingham Community Charter High School.

The Parent Representative must meet the following qualifications:

- Must be parent of a currently enrolled Birmingham Community Charter High School student.
- Must not be employed by Birmingham Community Charter High School
- Must not be the spouse, domestic partner, or immediate family member of a Birmingham Community Charter High School employee, to avoid an actual or perceived conflict of interest.

The At-Large Representative must meet the following qualifications:

- Must not be an interested person as defined in Article VII, Section 4 of the Bylaws, and
- Must meet one of the following criteria:
 1. Community member with direct familiarity with Birmingham Community Charter High School, its history and goals. (This may include former parents, students, and employees);
 2. Former educators with direct familiarity with Birmingham Community Charter High School, its history and goals; or
 3. Expertise in fields such as law, finance, facilities, fundraising, business, government.
- Persons serving as At-Large members do not necessarily have to reside within the Birmingham Community Charter High School attendance boundaries.

Student Board Representative

- Position: BCCHS includes a non-voting student representative to the Board, generally the Associated Student Body (ASB) President or another student designated in accordance with school procedures.
- Qualifications:
 - Must be a currently enrolled BCCHS student;
 - Typically serves as the ASB President or other designated student leader;
 - Must be in good standing under applicable school and student leadership requirements; and
 - Must be able to represent student perspectives and communicate student interests to the Board.
- Primary Role: Provides the Board with student perspectives regarding school programs, activities, policies, and other matters affecting the student body.
- Voting Status: Serves in an advisory capacity and does not have voting authority.
- Quorum: Is not counted for purposes of determining Board membership or quorum.

Terms

Term of Directors

- Each director, excluding the parent representative, shall serve a two (2) year term and shall continue to hold office until a successor has been duly selected, appointed, or elected (as applicable) and qualified.
- There shall be no limit on the number of consecutive terms that any board member may serve except for the parent representative. Any director (excluding the parent representative) shall continue to serve beyond the expiration of the director's term until a successor has been duly selected and qualified for duty, or until the director resigns, is removed in accordance with the Bylaws, or otherwise vacates the office.

- The parent representative shall serve a one (1) year term and shall continue to hold office until a successor has been duly selected and qualified. To remain eligible to serve as the parent representative, the director must be the parent or legal guardian of a student currently enrolled at the Charter School. The parent representative's term shall automatically terminate upon the student's graduation, withdrawal, or other cessation of enrollment at the Charter School, at which time the vacancy shall be filled in accordance with these Bylaws.
- Board terms of service shall begin on July 1 and end on June 30; however, the expiration of a term shall not create a vacancy if the director continues to serve until a successor is appointed and qualified.

Elections

- Board Elections will be held during the Spring Semester, before the end of the fiscal year, when a Board member's term expires.
- Special elections may be called whenever necessary to fill a Board vacancy.

Certificated Staff Representatives

Certificated staff representatives are selected through a democratic election process that ensures representation by their peers while providing a process to maintain full Board membership if a vacancy occurs.

Election Process

- Certificated staff representatives shall be elected by a simple majority vote of all currently employed certificated staff members of Birmingham Community Charter High School.
- Each certificated staff representative shall be selected through this election process to serve on the Governing Board in accordance with the Charter School's bylaws.

Vacancies

- If one or more certificated staff representative positions are not filled through the election process, the Governing Board shall appoint a qualified individual to serve on an interim basis.
- Any individual appointed to fill a vacant certificated staff representative position must meet the qualifications of an At-Large Representative.
- The appointed individual shall serve only until a certificated staff representative is elected through the established election process.

Ratification of Board Appointments

- Any interim appointment made by the Governing Board to fill a certificated staff representative position shall be ratified by a majority vote of the current Birmingham Community Charter High School teachers' bargaining unit.
- This ratification process ensures that certificated staff maintain meaningful participation in the selection of their Board representatives while allowing the Governing Board to maintain its operational effectiveness.

Non-certificated Staff Representative

- The non-certificated representative will be elected by a simple majority vote of all currently employed Birmingham Community Charter High School non-certificated staff.

Parent Representative:

The Board shall appoint an ad hoc committee composed of current Birmingham Community Charter High School employees, including certificated and classified staff, which shall be charged with the following:

- In January, solicit nominations of qualified candidates, instruct interested nominees to submit a Statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of Birmingham Community Charter High School, its history, goals, etc.).

- In February and March, publicly post candidates information and provide opportunities for all parents to hear candidates' Statements and answer questions from parents regarding their representation on the board.
- In April, facilitate an election in which parents will participate to select the parent candidate to represent them on the board.

Community / At-Large Representatives:

The Board shall appoint an ad hoc committee composed of current Birmingham Community Charter High School stakeholders which shall be charged with the following:

- In January, solicit nominations of qualified candidates, instruct interested nominees to submit a Statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of Birmingham Community Charter High School, its history, goals, etc.).
- In February, the committee will meet to review candidate Statements, interview candidates and recommend to the Board of Directors the candidate(s) for further consideration.
- In March, recommended candidates will address the Board of Directors and respond to questions from the Board members. This item shall be posted on the Board's agenda so that interested parties can comment to the Board on the proposed nominees.
- In April, the Board of Directors will vote to select qualified candidates to fill the open At-Large Representative seats for a two (2) year term beginning on July 1st of the current year.

Board Committees

The Board of Directors may establish standing or ad hoc committees by majority vote to assist in carrying out its responsibilities. Committees shall operate in accordance with the Charter School's Bylaws, the Ralph M. Brown Act, the California Nonprofit Public Benefit Corporation Law, and other applicable laws.

Board Committees:

- May be established by majority vote of the Board of Directors.
- Shall consist of two (2) or more Board members.
- Shall serve at the pleasure of the Board.
- May exercise only those powers specifically delegated by the Board and permitted by law.

Advisory Committees

- The Board may establish advisory committees to provide recommendations, expertise, or stakeholder input.
- Advisory committees may include individuals who are not members of the Board.
- Advisory committees shall not exercise the authority of the Board of Directors.

Limitations on Committee Authority

Board committees shall not exercise powers reserved exclusively to the full Board or prohibited by applicable law, including:

- Amending the Charter School's Bylaws;
- Filling vacancies on the Board of Directors;
- Creating additional Board committees; or
- Taking any other action reserved to the full Board under applicable law.

Committee Meetings

Committee meetings shall be conducted in accordance with the Charter School's Bylaws and all applicable laws. Minutes shall be maintained, as required, and retained as part of the Charter School's official corporate records.

3. Governance Procedures and Operations

The Governing Board of Birmingham Community Charter High School conducts its meetings in a manner that ensures transparency, accessibility, and full compliance with the Ralph M. Brown Act (Government Code §§ 54950 et seq.) and applicable provisions of California Education Code §47604.1.

Board meetings are held regularly at the school's multi-purpose room or another publicly accessible location, as specified in the meeting notice. The Board establishes an **annual calendar of meetings** to ensure consistency and public awareness, while also retaining the ability to convene special meetings as necessary to address time-sensitive matters. All meetings of the Board and its committees are **open to the public**, with agendas posted in advance and opportunities for public comment provided.

The Board follows clearly defined **decision-making procedures**, including quorum requirements, voting protocols, and teleconference participation rules, to ensure that all actions are taken legally, transparently, and in the best interest of the school community.

Key Points

1. Location and Frequency of Meetings

- **Regular Meetings:**
 - Regular meetings of the Board shall be held at the principal office of the Corporation unless the Board designates another legally permissible location in the notice of the meeting. All regular meetings shall be called, noticed, held, and conducted in accordance with the Ralph M. Brown Act, Education Code section 47604.1, the Bylaws, and other applicable law. An agenda containing a brief general description of each item of business to be transacted or discussed shall be posted at least seventy-two (72) hours before a regular meeting, consistent with applicable Brown Act requirements.
- **Special Meetings:**
 - Special meetings may be called by the Chair of the Board or by a majority of the members of the Board, consistent with the Bylaws and applicable law. Special meetings shall be noticed at least twenty-four (24) hours in advance and shall otherwise comply with applicable Brown Act requirements. Only the business identified in the special meeting notice may be considered.
- **Teleconference and Remote Participation:**
 - Board meetings may be conducted using teleconference or other remote participation methods to the extent permitted by the Brown Act, including Government Code section 54953, Education Code section 47604.1, the Bylaws, and other applicable law. All applicable requirements regarding notice, agendas, public access and participation, voting, meeting locations, and quorum shall be observed.
- **Standing Committee Meetings:**
 - Board-created standing committees that constitute legislative bodies under the Brown Act shall comply with all Brown Act requirements applicable to such committees, including applicable notice and agenda-posting requirements, open and public meeting requirements, and opportunities for public participation. Other Board-created advisory committees shall comply with the Brown Act to the extent required by applicable law and with the applicable provisions of the Bylaws.

2. Annual Calendar Development (Process & Timeline)

- Board establishes the annual meeting calendar by resolution, typically prior to the start of the fiscal year (July 1)
- Calendar includes:
 - Regular Board meeting dates
 - Annual organizational meeting
 - Anticipated committee meetings (as applicable)
- Calendar is publicly posted and accessible to ensure transparency and predictability

3. Agenda Posting Locations

- Agendas are posted:
 - At the Charter School's main administrative office (administration building hall)
 - The exterior door of the meeting location
 - On the school's website
 - At all teleconference locations (when applicable)
- Posting timelines:
 - Regular meetings: At least 72 hours in advance
 - Special meetings: At least 24 hours in advance
- Agendas include a brief general description of each item to be discussed or acted upon

4. Notice of Special Meetings

Special meetings shall be noticed in accordance with the Brown Act. At least twenty-four (24) hours prior to a special meeting, notice and an agenda describing the general nature of the business to be transacted shall be provided to each Board member and made available to the public by posting at the same locations designated for regular meeting agendas, including the Charter School website.

Notice to Board members shall be provided as follows:

- Written notice shall be delivered to each Board member at the address reflected in the Corporation's records or at any alternate address designated by the Board member for purposes of receiving official notices.
- Notice transmitted by United States mail shall be deemed received when properly addressed and deposited in the mail with prepaid postage. Written notice delivered personally, by common carrier, or electronically shall be deemed received upon transmission or delivery. Oral notice shall be deemed received when communicated directly to the Board member or to an individual reasonably believed to promptly relay the notice.
- The notice of a special meeting shall specify the date, time, location (if different from the Charter School's principal office), and the general nature of the business to be considered. No business other than that described in the posted notice and agenda shall be considered or acted upon during a special meeting.

5. Brown Act & Public Transparency Compliance

The Board ensures compliance with all open meeting laws, including:

- Meetings shall be open and accessible to the public
 - Public comment opportunities are provided at each meeting
 - No action is taken on items not listed on the posted agenda
 - Agendas and locations are clearly posted and accessible
- Teleconference requirements (if used):
 - All locations identified and publicly accessible

- Agendas posted at each location
- Public able to hear and participate
- All votes conducted by roll call
- Meetings are conducted in accordance with all provisions of the Brown Act and applicable law
- Compliance with Education Code § 47604.1 and the Ralph M. Brown Act (Government Code §§ 54950 et seq.), ensuring open and publicly accessible meetings, transparency, public participation, and lawful Governing Board procedures. The Board shall conduct its meetings in accordance with Education Code § 47604.1 and the Ralph M. Brown Act (Government Code §§ 54950 et seq.).

4. Decision-Making Procedures

Decision-Making Procedures

- Quorum Requirements
 - A majority of the voting Board members constitutes a quorum
 - No official action may be taken without a quorum present
- Board Action (Voting) Requirements
 - Action is approved by a majority vote of members present and voting, once quorum is established
 - No proxy voting permitted
- Abstentions
 - Members may abstain due to conflict of interest or other appropriate reasons
 - Abstentions are recorded in the official meeting minutes
 - Abstaining members are not counted toward the vote total

Teleconference Participation

Members of the Board of Directors may participate in Board meetings by teleconference to the extent permitted by the Ralph M. Brown Act and other applicable law. When teleconferencing is utilized, the Charter School shall comply with all applicable Brown Act requirements, including:

- A quorum of the Board shall participate from locations within the boundaries of the Charter School's authorizing school district, when required by applicable law;
- All teleconference locations shall be identified on the meeting agenda, publicly accessible, and posted in accordance with the Brown Act, as applicable;
- Members of the public shall be able to hear the proceedings and have an opportunity to address the Board from each teleconference location, as required by law;
- All actions taken during a teleconference meeting shall be conducted by roll call vote; and
- Teleconference meetings shall otherwise be conducted in full compliance with all applicable Brown Act requirements in effect at the time of the meeting.

Through clearly defined meeting structures, transparent agenda posting practices, and legally compliant decision-making procedures, the Governing Board ensures full adherence to the Brown Act and Education Code requirements. These systems promote accountability, public trust, and effective governance, ensuring that all Board actions are conducted openly and in the best interest of the school community.

Adjournment

The Board of Directors may adjourn any meeting in accordance with the Ralph M. Brown Act and applicable law. A majority of the Directors present, whether or not a quorum is present, may adjourn a meeting to another time and place.

If a meeting is adjourned for more than twenty-four (24) hours, notice of the adjourned meeting shall be provided to Directors who were not present at the time of adjournment and to the public in accordance with the Brown Act. The notice shall specify the date, time, and location at which the meeting will reconvene.

Stakeholder Involvement

5. Stakeholder Involvement Plan and Process

Birmingham Community Charter High School maintains a comprehensive and inclusive stakeholder engagement system designed to ensure meaningful participation from parents, staff, students, and community members in both governance and programmatic decision-making. The school's structure embeds stakeholder voice through formal governance roles, advisory groups, and ongoing consultation processes aligned to the Local Control and Accountability Plan (LCAP).

Stakeholder input is systematically gathered, analyzed, and incorporated into schoolwide planning, including the development of the LCAP, refinement of the educational program, and continuous improvement efforts. The school prioritizes transparent communication, accessible engagement opportunities, and the use of digital platforms to broaden participation and ensure that all voices—particularly those from historically underserved groups—are represented in decision-making processes.

Key Points

1. Role of Parents and Staff in Governance

Board Representation

- An elected Parent Representative provides direct parent/family representation on the **Board**.
- Certificated and classified staff representatives provide educator and employee perspectives in school governance.

Advisory and Leadership Roles

- Staff participate in leadership structures, including departments, grade-level structures, committees, Professional Learning Communities, and other schoolwide planning and decision-making groups.
- Parents and family members participate in advisory groups and school committees, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), parent meetings, forums, and other educational partner engagement activities.

Family Access and Language Support

- BCCHS seeks to ensure that families whose primary language is not English have meaningful opportunities to participate in school governance and engagement activities.
- Meeting notices, invitations, surveys, and other family communications are provided in languages families understand, to the extent practicable, through the school's family communication systems and with assistance from bilingual staff and other translation resources.
- The Parent Center and bilingual parent-support personnel assist families with accessing school information, understanding opportunities for participation, and communicating with school staff.
- Interpretation or other language assistance is provided for parent meetings and engagement activities, as appropriate and based on identified family needs.

Public Participation

- Parents, students, employees, and other members of the public may provide input during public comment at meetings of the Board in accordance with the Brown Act and applicable Board procedures.

- Parents and other educational partners may also provide feedback through advisory committees, parent meetings, forums, surveys, and other school engagement opportunities.

Parent Survey Participation

- BCCHS uses parent surveys as one measure of family engagement and educational partner input. During the **2025–2026 LCAP Parent Survey, approximately 41.1% of unique BCCHS families participated.**
- The school continues to use targeted outreach, family communication systems, the Parent Center, and other engagement strategies to maintain and increase meaningful participation among families representing the diversity of the school community.

Communication of Feedback and Actions Taken

- Feedback obtained through surveys, committees, parent meetings, public comment, and other educational partner engagement activities is reviewed by school administration and appropriate leadership teams as part of the school's continuous improvement and planning processes.
- Educational partner feedback is considered in the development and annual update of the LCAP, school programs and supports, resource allocation, course and program offerings, and other schoolwide priorities.
- BCCHS communicates information regarding priorities, decisions, and actions resulting from educational partner input through LCAP presentations and updates, Board and advisory committee meetings, parent meetings, school communications, and other family engagement channels. This process is intended to provide families with information regarding how their input informed school planning and decision-making.

2. LCAP Development and Annual Update Process

The school follows a structured, data-driven, and consultative process:

- **Annual Cycle (Aligned to State Timeline)**
 - **Fall/Winter:**
 - Review prior LCAP goals, metrics, and outcomes
 - Analyze data (CAASPP, Dashboard indicators, attendance, etc.)
 - **Winter/Spring:**
 - Conduct stakeholder surveys (parents, students, staff)
 - Hold input meetings (e.g., parent meetings, staff forums, student discussions)
 - **Spring:**
 - Draft updated goals, actions, and expenditures
 - Present draft for stakeholder feedback
 - **Late Spring/Early Summer:**
 - Public hearing and Board adoption
- **Stakeholder Groups Engaged**
 - Parents/guardians
 - Teachers and staff
 - Administrators
 - Students
- **Focus Areas**
 - Progress toward state priorities
 - Identification of strengths and areas for growth
 - Alignment of resources to student needs

3. LCAP Data Review and Stakeholder Engagement

BCCHS uses multiple sources of data and educational partner feedback to inform revisions to the LCAP and to evaluate whether engagement is meaningful and connected to school planning.

- **Data Used to Inform LCAP Revisions**

- CAASPP and California School Dashboard results;
- Attendance and chronic absenteeism data;
- Graduation and A–G completion rates;
- College/Career Indicator outcomes;
- English Learner progress and reclassification data;
- Suspension and student engagement data;
- Local and interim assessment results;
- Course performance and student-group outcomes; and
- Feedback from students, parents/guardians, staff, and other educational partners.

- **Board Review of Stakeholder Input**

- Prior to adoption, the Board receives information regarding stakeholder feedback, identified themes and priorities, and proposed LCAP goals, actions, services, and expenditures.
- The Board reviews this information during consideration of the draft LCAP and at the required public hearing before taking action to adopt the LCAP.

- **Student Consultation**

- Student input is gathered through surveys, student discussions, meetings, and other school engagement opportunities.
- Student feedback is reviewed alongside input from parents/guardians, staff, and other educational partners when developing and revising LCAP priorities.

- **Determining Whether Engagement Is Meaningful**

BCCHS considers:

- The level and breadth of participation across educational partner groups;
- Whether participating families and students reflect the diversity of the school community;
- Recurring themes and priorities identified through surveys, meetings, and discussions; and
- The extent to which stakeholder input is reflected in, or results in revisions to, LCAP goals, actions, services, resource allocations, or other school priorities.

BCCHS communicates adopted priorities and actions back to educational partners through LCAP presentations, Board and advisory committee meetings, school communications, and other engagement activities.

3. Consultation on the Educational Program

- **Staff Consultation and Professional Learning Communities (PLCs)**

- At BCCHS, **departments, Grade-Level Academies (GLAs), and course-alike and/or grade-level teams function as the school's Professional Learning Communities (PLCs).**
- Teachers collaborate during scheduled department and GLA meetings and may also meet after school in course-alike or grade-level teams.
- These collaborative teams:
 - Share instructional strategies and effective practices;
 - Review and align pacing plans;
 - Develop and refine shared lessons and instructional resources;
 - Review benchmarks, assessments, and other student performance data;
 - Identify standards and skills requiring additional instructional attention;
 - Discuss intervention, differentiation, and enrichment needs; and

- Promote greater cohesion, consistency, and coherence within content areas and across grade levels.
- When these activities cannot be sufficiently addressed during regularly scheduled department or GLA meetings, teachers may participate in **one to two additional collaborative meetings per month, subject to funding availability**, to address curriculum, instruction, assessment, data analysis, pacing, and other identified instructional priorities.
- Professional development sessions, instructional leadership meetings, and additional feedback cycles provide further opportunities for staff to evaluate instructional practices and recommend program improvements.
- **Curriculum Review and Recommendations**
 - Departments and course-alike teams identify potential curriculum changes through review of state standards, student performance data, benchmark and assessment results, course outcomes, pacing needs, teacher experience with existing curriculum, and identified student needs.
 - Teachers discuss proposed curriculum changes within departments, GLAs, and course-alike teams and may develop recommendations for consideration by department chairs, instructional administrators, and school leadership.
 - Recommendations are reviewed for alignment with academic standards, course requirements, student needs, schoolwide instructional priorities, available resources, and applicable approval requirements prior to implementation.
- **Teacher Role in Selecting and Adopting Instructional Materials**
 - Teachers have an active role in identifying, reviewing, evaluating, piloting, and recommending textbooks and other instructional materials through departments, GLAs, and course-alike teams.
 - Materials under consideration are evaluated, as applicable, for:
 - Alignment with California academic content standards, curriculum frameworks, and course objectives;
 - Instructional quality, rigor, and coherence;
 - Accessibility and appropriateness for the students served, including English Learners, Students with Disabilities, advanced learners, and other student groups;
 - Ability to support differentiation, intervention, and enrichment;
 - Accuracy, inclusiveness, and compliance with applicable legal requirements governing instructional content;
 - Availability of print, digital, teacher, and student resources;
 - Technology and implementation requirements;
 - Professional development needs; and
 - Cost, licensing, replacement, and ongoing implementation considerations.
 - When BCCHS is considering the adoption of a new core textbook or major instructional program, the department and appropriate instructional staff review available options and make a recommendation to school administration. Materials may be piloted or otherwise evaluated in classrooms before a final recommendation is made, when appropriate.
 - **Parent and Educational Partner Review:**
 - Prior to Board consideration of a proposed textbook or major instructional-material adoption, BCCHS informs parents/guardians and other educational partners of the proposed adoption and makes copies or representative samples of the instructional materials available for public review in the **Main Office for a period of thirty (30) days**. Parents, staff, students, and other members of the school community are provided an opportunity to review the materials and submit comments or feedback during the review period.
 - School administration and the recommending department review comments received during the public-review period and consider whether the feedback identifies concerns related to

standards alignment, instructional quality, accessibility, accuracy, inclusiveness, student needs, implementation, or other relevant factors. Material concerns may result in additional review, modification of the recommendation, selection of an alternative resource, or other appropriate action.

- Following completion of the instructional and public review processes, the proposed adoption is presented to the **Board** as a publicly noticed agenda item. The Board receives the recommendation and relevant supporting information, considers public comment, and takes formal action regarding adoption.
- Following Board approval, BCCHS develops an implementation plan, as appropriate, which may include purchasing and distribution, teacher professional development, technology preparation, pacing and curriculum alignment, and monitoring of implementation and effectiveness.
- o **Parent Consultation**
 - Parents and families provide feedback regarding educational programs, student supports, and school priorities through parent meetings, forums, advisory groups, surveys, instructional-material review opportunities, and other engagement activities.
- o **Student Input**
 - Students provide input through surveys, focus groups, student leadership opportunities, classroom feedback, instructional-material review opportunities when appropriate, and other engagement activities regarding courses, programs, supports, and the overall educational experience.
- o **Continuous Improvement**
 - Feedback and recommendations from teachers, staff, parents, and students are reviewed by administration, instructional leadership, departments, GLAs, and other appropriate teams and are used to inform curriculum and instructional decisions, MTSS and intervention supports, professional development, course offerings, instructional-material adoptions, and other educational program improvements.

4. Use of Website to Support Stakeholder Involvement

The school's website serves as a central communication and engagement platform:

- Public Access to Key Information
 - o Board agendas, minutes, and meeting calendars
 - o LCAP documents and updates
 - o School policies, programs, and announcements
- Website Updates
 - The website is updated on an ongoing basis as information changes or becomes available. Time-sensitive information, including Board agendas, meeting notices, school announcements, calendars, and other legally required postings, is updated in accordance with applicable statutory and regulatory timelines.
 - School departments and designated staff provide updated content to the appropriate personnel responsible for maintaining the website so that information remains current and accurate.
- Engagement Tools
 - o Posting of surveys and feedback opportunities
 - o Event calendars and meeting notifications
- Transparency
 - o Ensures stakeholders can access timely, accurate information
 - o Supports compliance with public transparency requirements

5. Parent Organization/Committee (Composition & Operations)

- Composition
 - Open to all parents/guardians of enrolled students
 - May include elected or volunteer parent leaders
- Selection Process
 - Parent representatives selected through an election process
 - Participation opportunities broadly communicated to all families
- Operating Procedures
 - Regular meetings scheduled throughout the school year
 - Agendas focused on school programs, student needs, and parent concerns
 - Opportunities for input on LCAP, school initiatives, and policies
- Role in School Governance
 - Provides structured parent input to school leadership
 - Serves as a communication bridge between families and the school
 - Supports family engagement and schoolwide initiatives

Through a multi-layered system of governance participation, structured consultation processes, and transparent communication practices, the school ensures that stakeholder voices meaningfully inform decision-making. This comprehensive approach strengthens program quality, promotes equity and responsiveness, and supports continuous improvement aligned to student needs and community priorities.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

1. List of Charter School Employee Classes/Positions

Birmingham Community Charter High School maintains a comprehensive and strategically aligned staffing structure designed to support high levels of student achievement, operational effectiveness, and compliance with all applicable state and federal requirements. The Charter School employs qualified personnel across certificated administrators, certificated staff, classified staff, and classified management, each with clearly defined roles, responsibilities, and minimum qualifications.

This cohesive staffing model promotes instructional excellence, accountability, collaboration, and data-driven decision-making, ensuring that all aspects of the educational program—from classroom instruction to student services and business operations—are effectively coordinated to meet the diverse needs of the student population.

Employee Classifications and Positions

The Charter School employs staff across the following classifications:

1. Certificated Administrators

Certificated administrative positions include:

- CEO/Principal
- Administrative Director
- Human Resources Director

These positions require the appropriate **Clear California Administrative Services Credential** and demonstrated experience in instructional leadership.

2. Certificated Staff

Certificated positions include, but are not limited to:

- Teachers
- Special Education Teachers/Educations Specialists
- Academic Counselors
- Deans
- Instructional Coaches
- EL and Targeted Subgroup Coordinator
- Independent Studies Coordinator
- Instructional Technology Coordinator
- School Psychologist
- Psychiatric Social Worker
- School Nurse
- Testing Coordinator
- College and Career Counselors
- State and Federal Programs Coordinator

Teachers employed by BCCHS shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, consistent with Education Code section 47605(l). Other certificated employees shall hold the credential, certificate, permit, license, or other authorization required for their respective assignments under applicable law.

BCCHS Human Resources verifies and monitors applicable credentials, permits, certificates, licenses, and assignment authorizations to ensure that certificated employees are appropriately authorized for the positions and duties to which they are assigned.

3. Classified Staff

Classified positions include, but are not limited to:

- Administrative Assistants and Office Staff
- Program Office Assistant
- Bilingual Teaching Assistants
- Campus Aides
- IT Technicians
- Payroll Specialist
- Special Education Paraprofessionals
- Facilities and Maintenance Staff
- Data Processing and Student Records Staff
- Parent Liaison
- Licensed Vocational Nurse (LVN)
- Lifeguards and other support staff

Classified employees must meet minimum education, experience, and skill requirements appropriate to their role.

4. Classified Management

Classified management positions include, but are not limited to:

- Chief Business Officer (CBO)
- Human Resources Manager
- Fiscal Manager
- Facilities Director
- IT Systems Manager
- Data and Accountability Manager
- Campus Safety Manager
- Student Data Services Manager
- Special Education Compliance and Data Manager
- Other supervisory and operational leadership roles

Classified management positions are non-certificated management positions whose primary responsibilities involve business, fiscal, human resources, facilities, technology, data, compliance, safety, or other operational functions that do not require a Commission on Teacher Credentialing credential for the assignment. These positions require appropriate education, experience, specialized knowledge, supervisory or management skills, and leadership capacity based on the duties of the position.

Human Resources Manager Clarification: The Human Resources Manager is a separate position from the Human Resources Director. The Human Resources Manager is classified as a classified management position because its assigned duties are primarily administrative and operational human resources functions and do not require a certificated administrative credential. The Human Resources Director, by contrast, is a certificated administrative position. BCCHS currently employs a Human Resources Director; the Human Resources Manager position is not currently staffed.

These positions require **advanced experience, specialized knowledge, and leadership capacity** in their respective fields.

2. Job Descriptions and Minimum Qualifications

Certificated Administrators

CEO/Principal (Certificated Administrator)

- **Primary Duty:** Serves as the instructional and operational leader responsible for implementing the charter, managing daily operations, and ensuring student achievement
- **Minimum Qualifications:**
 - Master's degree or equivalent
 - Valid California teaching credential
 - Valid Clear California Administrative Services Credential
 - Minimum seven (7) years of educational/teaching experience

Administrative Director (Certificated Administrator)

- **Primary Duty:** Provides instructional leadership, supervises programs, and supports professional learning and student achievement
- **Minimum Qualifications:**
 - Master's degree in educational leadership or related field
 - Valid California teaching credential
 - Valid Clear California Administrative Services Credential

- Minimum seven (7) years of educational/teaching experience

Human Resources Director (Certificated Administrator)

- **Primary Duty:** Provides leadership and oversight of human resources functions, including recruitment, credentialing, compliance, employee relations, and evaluations.
- **Minimum Qualifications:**
 - Master's degree;
 - Valid California teaching credential;
 - Valid California Administrative Services Credential; and
 - Appropriate administrative, supervisory, and/or human resources experience.

Position Clarification: The Human Resources Director and Human Resources Manager are separate positions. The Human Resources Director is a certificated administrative position and is currently staffed. The Human Resources Manager identified in the Conflict of Interest Code is a separate classified management position and is not currently staffed.

Classified Management

Chief Business Officer (Classified Management)

- **Primary Duty :** Oversees financial operations, budgeting, audits, and compliance
- **Minimum Qualifications:**
 - Bachelor's degree in business administration, finance, accounting, public administration, or a related field
 - Graduate-level training in business administration or related field preferred
 - California Association of School Business Officials
 - Chief Business Officer Certification preferred
 - Minimum five (5) years of progressively responsible experience in business, finance, accounting, school business operations, or a related field, including appropriate management or supervisory experience.

Human Resources Manager (Classified Management)

- **Primary Duty:** Supports the day-to-day administration of human resources functions, including recruitment, onboarding, personnel records, employee relations, and compliance activities.
- **Reporting Structure:** The Human Resources Manager reports to the Human Resources Director or, if the Human Resources Director position is not staffed, to the CEO/Principal or designee.
- **Minimum Qualifications:**
 - Bachelor's degree in human resources, business administration, public administration, organizational management, or a related field; and
 - Minimum five (5) years of progressively responsible human resources, personnel, or related administrative experience, including appropriate supervisory or management experience.
- **Staffing Status:** This position is **not currently staffed**.

Certificated Staff

Teacher (Certificated)

- **Primary Duty :** Provides standards-aligned instruction, assesses student progress, and supports student learning
- **Minimum Qualifications:**
 - Bachelor's degree
 - Must hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, consistent with Education Code section 47605(l).

Special Education Teacher/Education Specialist

- **Primary Duty:** Provides Specialized Academic Instruction (SAI), supports implementation of students' Individualized Education Programs (IEPs), collaborates with general education teachers and related service providers, monitors student progress, and provides instructional and behavioral supports consistent with each student's IEP.
- **Minimum Qualifications:**
 - Must hold the Commission on Teacher Credentialing certificate, permit, or other document required for the certificated assignment, consistent with Education Code section 47605(l);
 - Must possess the appropriate Education Specialist authorization or other legally valid special education authorization for the students and services assigned;
 - Must hold any additional authorization required for the specific assignment, including English Learner authorization when applicable; and
 - Must meet all other applicable federal and state requirements for serving students with disabilities.

Academic Counselor (Certificated)

- **Primary Duty :** Provides academic, social-emotional, and college/career guidance
- **Minimum Qualifications:**
 - Bachelor's degree
 - Valid California credential appropriate to assignment

Classified Staff

Program Office Assistant (Classified)

- **Primary Duty :** Provides clerical and operational support to ensure efficient school operations
- **Minimum Qualifications:**
 - High school diploma or equivalent
 - Preferred: Associate degree or college coursework
 - Minimum two (2) years of clerical experience

Special Education Paraprofessional (Classified)

- **Primary Duty :** Supports students with disabilities in instructional and behavioral programs
- **Minimum Qualifications:**
 - High school diploma and one of the following:
 - Associate degree, or
 - 60 college units
- **Additional Requirements:**
 - CPR and First Aid certification
 - Crisis intervention training

Birmingham Community Charter High School ensures that all employees, whether **certificated or classified, shall** meet clearly defined qualifications aligned with their roles and responsibilities. Through a structured staffing model, rigorous hiring standards, and ongoing oversight, the Charter School ensures that all personnel are equipped to support a **high-quality, compliant, and student-centered educational program**. This approach ensures full alignment with **Education Code § 47605(c)(5)(E)** and LAUSD expectations while supporting continuous improvement and strong student outcomes.

To effectively respond to changing enrollment, student needs, instructional priorities, funding levels, and operational requirements, the Charter School reserves the right to modify its organizational structure and staffing as necessary. Positions may be added, eliminated, reclassified, or reassigned, provided that all staffing decisions

remain consistent with applicable law, collective bargaining agreements, credentialing requirements, and the educational program described in this Charter.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079

- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3)

Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in

English and any primary language spoken by 15 percent or more of students enrolled at the school site as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or childcare motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or childcare motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court-Ordered Integration

Birmingham Community Charter High School is committed to achieving and maintaining a student population that reflects the diversity of the Los Angeles Unified School District (LAUSD), including a balance of racial and ethnic groups, students with disabilities, English Learners (EL), and Redesignated Fluent English Proficient (RFEP) students. The school implements a comprehensive, legally compliant outreach and recruitment plan designed to ensure equitable access for all students.

In alignment with LAUSD requirements, the school does not conduct recruitment activities at LAUSD feeder schools. Instead, Birmingham utilizes a broad range of community-based outreach strategies to ensure access to a diverse applicant pool. Through intentional outreach, inclusive enrollment practices, and ongoing monitoring, the school strives to meet LAUSD’s Racial and Ethnic Balance goals (70:30 or 60:40 ratios) and maintain proportional representation of Special Education and English Learner populations consistent with the surrounding community.

1. Court-Ordered Integration: Racial and Ethnic Balance

Plan for Achieving and Maintaining Racial and Ethnic Balance

BCCHS implements the following plan to achieve and maintain LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, representing the percentage of Predominantly Hispanic, Black, Asian, and Other (PHBAO) students compared with Other White (OW) students.

The plan includes annual outreach and recruitment activities, multiple recruitment methods and materials, multilingual communication, and ongoing monitoring of enrollment demographics. BCCHS reviews the effectiveness of these efforts and adjusts outreach strategies as necessary to promote broad and equitable access and make progress toward maintaining the applicable PHBAO-to-OW racial and ethnic balance goal.

A. Outreach and Recruitment Activities — Annual Plan

- BCCHS conducts community-based and school-hosted outreach throughout the year. Activities include:
 - **Fall (September–November)**
 - Distribute recruitment materials through local libraries, food banks, and/or other community locations;
 - Participate in community-based events and activities
 - Attend middle school recruitment nights
 - Student participation in a reading outreach program in elementary schools
 - Utilize student ambassadors and student-led outreach, where appropriate
 - **Winter (December–February)**
 - Conduct a Lottery Information Day for prospective students and families
 - Host community-engagement activities, including a holiday event for students at a nearby elementary school
 - Participate in recruitment and information events at charter middle schools and other appropriate community locations.
 - **Spring (March–May)**
 - Invite prospective students and families to attend school plays, wellness fairs, and other campus events
 - Continue community-based outreach and distribution of enrollment information
 - Conduct follow-up outreach with prospective families
 - **Summer (June–August)**
 - Provide enrollment information and support to newly admitted and prospective families;
 - Conduct Freshman Orientation
 - Conduct Patriot Preview
 - Continue family engagement and enrollment outreach.
 - **Year-Round Activities**
 - Offer student-led campus tours throughout the school year
 - Display recruitment banners and informational materials in the surrounding community
 - Distribute recruitment materials at appropriate community locations;
 - Maintain enrollment and lottery information on the school website and other digital platforms; and
 - Engage students, families, and community partners in outreach activities.

B. Outreach Materials and Methods

- BCCHS utilizes multiple communication methods to promote broad and equitable access to information about the Charter School, including:

- School website and online enrollment and lottery information;
- Social media and digital communication platforms;
- Printed flyers, brochures, banners, and other recruitment materials;
- Community partnerships and event-based outreach;
- Campus tours and school-hosted information events; and
- Student ambassadors supporting tours and outreach activities.
- Outreach materials include, as appropriate:
 - Lottery information and procedures
 - Non-discrimination statements
 - Information regarding academic programs and student supports
 - Information regarding college and career opportunities, extracurricular programs, and other school offerings
 - Contact information for families seeking additional enrollment assistance.

C. Languages Used for Outreach

- BCCHS provides outreach and enrollment information in languages intended to promote meaningful access for families within the school community.
- Outreach materials and communications may be provided in:
 - English
 - Spanish
 - Armenian and/or Russian, as appropriate to the community
 - Other languages as needed based on identified family needs and available translation resources
 - Translation and interpretation assistance is provided, as appropriate, to support equitable access to enrollment information and outreach activities

D. Monitoring and Maintaining Racial and Ethnic Balance

- BCCHS monitors the implementation and effectiveness of its outreach and recruitment plan to determine whether its efforts are supporting progress toward LAUSD's 70:30 or 60:40 PHBAO-to-OW Racial and Ethnic Balance goal.
- Monitoring includes:
- Annual Enrollment Analysis
 - Review BCCHS racial and ethnic enrollment demographics;
 - Compare enrollment patterns with applicable LAUSD racial and ethnic balance information; and
 - Monitor the school's PHBAO-to-OW enrollment ratio.
 - Identification of Underrepresented Groups
 - Identify racial or ethnic groups that may be underrepresented;
 - Review whether outreach efforts are reaching a broad and diverse range of prospective students and families; and
 - Consider enrollment and application trends when determining future outreach priorities.
 - Evaluation and Adjustment of Outreach Strategies
 - Evaluate the effectiveness of recruitment activities, locations, communication methods, and outreach materials;
 - Modify or expand community outreach when enrollment data indicate a need for additional recruitment efforts;
 - Increase outreach to communities and organizations serving underrepresented populations, as appropriate; and

- Adjust languages, communication methods, or recruitment activities based on identified community needs.
- **School Oversight**
 - School leadership reviews enrollment and recruitment information as part of the annual enrollment and planning process; and
 - The Board receives information regarding enrollment demographics and the school's progress toward applicable racial and ethnic balance goals as part of its oversight responsibilities.
 - BCCHS shall continue to monitor and refine this plan throughout the charter term and shall modify outreach and recruitment strategies as necessary to support achievement and maintenance of LAUSD's applicable Racial and Ethnic Balance goal.

2. Balance of Special Education, English Learners, and RFEP Students

A. Targeted Outreach and Recruitment for Students with Disabilities, English Learners, RFEP Students, and Multilingual Families

Consistent with the requirements identified on page 24 of the LAUSD Renewal Application Guide, BCCHS implements targeted outreach designed to support enrollment of **Students with Disabilities, English Learners (EL), Redesignated Fluent English Proficient (RFEP) students, and multilingual students and families** in proportions reflective of the surrounding community and LAUSD demographics.

- **Outreach to Students with Disabilities and Their Families**
 - Include information regarding BCCHS's Special Education program, inclusive instructional model, co-teaching, Specialized Academic Instruction, related services, accommodations, and student supports in recruitment materials and enrollment presentations.
 - Provide information regarding Special Education services during campus tours, Lottery Information Day, Patriot Preview, orientation activities, and other prospective-family events.
 - Conduct outreach through community organizations, family resource organizations, and community events that serve families of students with disabilities, when available.
 - Ensure that recruitment and enrollment materials communicate that students with disabilities have equitable access to BCCHS programs, including academic, extracurricular, college and career, CTE, athletics, and other school opportunities.
 - Make appropriate school personnel available to answer prospective families' questions regarding Special Education services and supports.
- **Outreach to English Learners, RFEP Students, and Multilingual Families**
 - Provide recruitment and enrollment information in **English and Spanish**, with Armenian, Russian, and other language support provided as appropriate to identified community needs.
 - Provide bilingual staff and/or interpretation support at recruitment and family-engagement events, as appropriate.
 - Distribute multilingual recruitment information through local libraries, food banks, community centers, community organizations, and other locations serving multilingual families.
 - Include information regarding BCCHS's **Designated and Integrated ELD, reclassification supports, multilingual tutoring, academic counseling, and college and career opportunities** in outreach materials and presentations.
 - Conduct outreach through school and community events that provide opportunities for multilingual families to learn about BCCHS programs, admissions procedures, student supports, and enrollment opportunities.
 - Use the school website, digital communications, social media, printed materials, and direct family outreach to increase access to enrollment information for multilingual communities.

- **Inclusive Recruitment Practices**

- BCCHS recruitment materials are designed to communicate that all students have access to the Charter School's academic programs and student supports.
- Outreach activities are conducted in community-based settings and through school-hosted events consistent with LAUSD requirements and BCCHS's open and nondiscriminatory enrollment practices.
- Recruitment activities are reviewed to determine whether additional outreach is needed to reach student populations that are underrepresented in BCCHS enrollment.

B. Monitoring and Adjustment

BCCHS evaluates the effectiveness of these outreach strategies through:

- Annual comparison of BCCHS enrollment rates for **Students with Disabilities, EL students, and RFEP students** with available LAUSD and surrounding-community demographic data;
- Review of enrollment trends to identify student groups that may be underrepresented;
- Review by school administration and appropriate program staff of the effectiveness of outreach locations, methods, languages, and activities;
- Expansion or modification of targeted outreach when enrollment data indicate that additional recruitment efforts are warranted; and
- Periodic reporting of enrollment demographics and outreach efforts to the **Board** as part of its oversight responsibilities.

BCCHS shall continue to refine these strategies throughout the charter term to promote enrollment of Students with Disabilities, English Learners, RFEP students, and multilingual students and families in proportions reflective of the surrounding community and LAUSD demographics.

C. Targeted Outreach and Recruitment Activities

BCCHS implements targeted outreach to increase awareness of and access to the Charter School among **Students with Disabilities, English Learners (EL), Redesignated Fluent English Proficient (RFEP) students, and multilingual families.**

- **Students with Disabilities**

- Include information regarding BCCHS's Special Education services, inclusive instructional model, co-teaching, Specialized Academic Instruction, related services, and student supports in recruitment materials and presentations.
- Provide information about Special Education programs and supports during:
 - Lottery Information Day;
 - Patriot Preview;
 - Campus tours;
 - Prospective-family events;
 - Community outreach events; and
 - Enrollment and orientation activities.
- Make appropriate Special Education or student-support staff available at recruitment and enrollment events, when feasible, to answer family questions regarding services and supports.
- Distribute recruitment information through community organizations, family resource centers, libraries, and other community locations that serve families of students with disabilities.
- Communicate that Students with Disabilities have access to the full range of BCCHS academic, extracurricular, CTE, college and career, athletics, and other school programs.

- **English Learners, RFEP Students, and Multilingual Families**

- Provide recruitment and enrollment information in **English and Spanish**, with Armenian, Russian, and other language support provided as appropriate to identified community needs.

- Provide bilingual staff and/or interpretation support at recruitment, enrollment, and family-engagement events, as appropriate.
- Distribute multilingual recruitment materials through:
 - Libraries;
 - Food banks;
 - Community centers;
 - Community organizations; and
 - Other locations serving multilingual families.
- Include information regarding BCCHS's:
 - Designated and Integrated ELD;
 - Reclassification supports;
 - Multilingual tutoring;
 - Academic and college counseling;
 - Dual enrollment opportunities; and
 - College and career programs.
- Use the school website, social media, digital communications, printed materials, campus events, and direct family outreach to provide multilingual families with information regarding enrollment and school programs.
- **Targeted Community Outreach**
 - Review enrollment data to identify student groups that may be underrepresented.
 - Focus additional outreach on community organizations, neighborhoods, and family-serving agencies that provide access to underrepresented populations.
 - Modify outreach locations, languages, materials, and recruitment activities when enrollment trends demonstrate a need for additional targeted recruitment.

D. Monitoring and Accountability

BCCHS monitors whether its outreach efforts are resulting in enrollment that is increasingly reflective of the surrounding community and LAUSD demographics.

- **Annual Data Review**
 - Compare BCCHS enrollment percentages for:
 - Students with Disabilities;
 - English Learners; and
 - RFEP students with available LAUSD and surrounding-community demographic data.
- **Evaluation of Outreach**
 - Review the effectiveness of recruitment activities, locations, materials, languages, and communication methods.
 - Identify student populations that remain underrepresented.
 - Determine whether additional or different outreach strategies are needed.
- **Responsibility for Monitoring**
 - Enrollment and demographic information is reviewed by school administration and appropriate program staff.
 - Findings and significant enrollment trends are reported to the **Board** as part of its oversight responsibilities.
- **Adjustments Based on Data**
 - Expand or modify targeted outreach when data show that enrollment of Students with Disabilities, EL students, or RFEP students is not reflective of the surrounding community or LAUSD demographics.

- Adjust community partnerships, outreach locations, languages, recruitment materials, and family-engagement strategies based on identified needs.
- BCCHS shall continue to review and refine these outreach strategies throughout the charter term to support enrollment of Students with Disabilities, English Learners, and RFEP students in proportions reflective of the general population residing within LAUSD.

Supports to Promote Enrollment and Retention

In addition to targeted outreach and recruitment activities, BCCHS provides programmatic supports designed to promote the successful enrollment, participation, and retention of Students with Disabilities, English Learners, RFEP students, and other students requiring additional support.

- **Students with Disabilities**
 - Inclusive Special Education services;
 - Co-teaching and push-in supports;
 - Specialized Academic Instruction (SAI);
 - Related services, accommodations, and other IEP-based supports.
- **English Learners and RFEP Students**
 - Designated and Integrated ELD;
 - Reclassification supports;
 - Multilingual tutoring and academic support;
 - Ongoing monitoring of language development and academic progress.
- **Comprehensive Student Supports**
 - Academic counseling;
 - College and career counseling;
 - Mental health and social-emotional supports;
 - Intervention and MTSS supports.

These services help ensure that students who enroll at BCCHS have meaningful access to the educational program and the supports necessary to remain engaged, make academic progress, graduate, and prepare for postsecondary success.

Element 8 - Admissions Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each school site and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admissions Requirements

1. Admission Requirements / Enrollment and Lottery (Random Public Drawing) Enrollment Procedures

BCCHS maintains enrollment procedures for students residing within its former attendance area and an annual random public drawing/lottery process for students seeking admission from outside that attendance area. Enrollment timelines, procedures, and lottery information are publicly communicated through the Charter School's website, informational meetings, printed materials, social media, outreach events, email communications, and direct family outreach.

BCCHS Attendance Boundary and Resident Students

For purposes of this petition, the **"BCCHS attendance boundary"** means the **former geographic attendance area of Birmingham High School prior to its conversion to charter status**. Education Code section 47605(e)(1) requires a conversion charter school to maintain an admission preference for students residing within the former attendance area of the converted public school.

Under BCCHS's enrollment procedures:

- Students whose primary residence is located within the former Birmingham High School attendance boundary are considered **BCCHS resident students**.
- Families may verify whether their residence is located within the attendance boundary through the **LAUSD Resident School Identifier**.
- BCCHS resident students are eligible for enrollment without participation in the lottery/public random drawing, subject to applicable enrollment requirements and available capacity.

- These students do not submit a lottery application.

Students Residing Outside the BCCHS Attendance Boundary

For purposes of BCCHS enrollment, a student who resides **outside the former Birmingham High School attendance boundary** is considered an lottery **applicant**, regardless of whether the student lives elsewhere within LAUSD or outside LAUSD.

Open-enrollment applicants fall into two categories:

- **LAUSD-resident lottery applicants:** Students who reside within LAUSD boundaries but outside the former Birmingham High School attendance boundary.
- **Non-LAUSD lottery applicants:** Students who reside outside the boundaries of LAUSD. Lottery applicants submit an application during the established lottery-enrollment period. If the number of applicants exceeds available capacity, admission is determined through a public random drawing using the admission preferences and priority order described later in this Element. Education Code section 47605(e)(2)(B) requires a public random drawing when the number of students seeking admission exceeds capacity and provides a preference for students residing within the school district.

This distinction is important: **a student may reside within LAUSD but still reside outside the BCCHS attendance boundary**. Such a student is a lottery applicant for BCCHS, although LAUSD residency is relevant when lottery preferences are applied.

Enrollment Information Provided to Families

BCCHS publicly posts enrollment procedures and timelines and provides families with guidance regarding:

- Verification of residence within the former Birmingham High School attendance boundary;
- Submission of lottery applications for students residing outside the BCCHS attendance boundary;
- Lottery procedures and applicable admission preferences when a public random drawing is necessary;
- Completion of online enrollment documentation for students offered admission;
- Enrollment deadlines and required documentation; and
- Placement-assessment timelines for incoming students.

Incoming Student Placement Assessments

Following admission to BCCHS, incoming students may complete appropriate placement assessments prior to the start of the fall semester. Assessment areas may include **English, mathematics, world language, and other content areas as determined appropriate by the Charter School** based on program needs, course placement requirements, and available resources. These assessments are generally administered during **May and June** to support appropriate course placement.

The assessments are used solely to support:

- Appropriate course placement and scheduling;
- Instructional planning; and
- Identification of appropriate academic supports.

Assessment results are **not used to determine admission, lottery eligibility, or a student's right to enroll at BCCHS**.

Student Recruitment

2. Student Outreach and Recruitment

Birmingham Community Charter High School (BCCHS) conducts an open, equitable, and nondiscriminatory student recruitment process to ensure that prospective students and families are informed about the Charter School's educational program and enrollment opportunities. Recruitment efforts are designed to reach a diverse population of students throughout the Charter School's service area.

Recruitment activities include:

- Informational meetings for prospective students and families.
- Campus tours and school showcase events.
- Informational mailers distributed to surrounding ZIP codes.
- Advertisements in local publications, including the **Los Angeles Daily News – Focus on Education**.
- Distribution of multilingual recruitment materials.
- Outreach to local schools and community-based organizations.
- Communications through the Charter School's website.
- Information shared through **school-sponsored and Board-approved social media accounts**.
- Participation in community events and educational fairs.

Key Components

- Open and nondiscriminatory recruitment process.
- Recruitment conducted throughout the Charter School's service area.
- Informational mailers to surrounding ZIP codes.
- Newspaper advertisements, including the **Los Angeles Daily News – Focus on Education**.
- Multilingual recruitment materials and communications.
- School website and **school-sponsored and Board-approved social media accounts**.
- Campus tours, informational meetings, community events, and educational fairs.
- Outreach to historically underserved student populations.
- Equal access for all applicants regardless of race, ethnicity, national origin, disability, gender, English proficiency, socioeconomic status, or any other protected characteristic.
- A public random lottery will be conducted when the number of applications exceeds available enrollment capacity, either schoolwide (maximum of 3,200 students) or within an individual grade level. school.

BCCHS actively encourages applications from all students, including English Learners, students with disabilities, foster youth, homeless youth, and other historically underserved student populations. Recruitment activities are conducted in compliance with all applicable federal and state nondiscrimination laws. If the number of applications exceeds the number of available seats, admissions will be determined through a public random lottery conducted in accordance with California Education Code and the Charter School's Board-approved enrollment procedures.

Lottery Preferences and Procedures

3. Admission Priority

BCCHS shall admit students in accordance with Education Code section 47605(e), the admission preferences approved as part of this Charter, and applicable federal and state nondiscrimination requirements. If the number of students seeking admission exceeds the Charter School's available capacity, attendance shall be determined through a **public random drawing/lottery**.

Admission Preferences

BCCHS shall apply the following preferences in the public random drawing/lottery:

- **1. Students Residing Within LAUSD**
 - Applicants who reside within the boundaries of the Los Angeles Unified School District ("LAUSD") shall receive priority over applicants residing outside LAUSD, consistent with Education Code section 47605(e)(2)(B) and the LAUSD Renewal Application Guide. The Application Guide expressly requires LAUSD-resident applicants to receive the highest priority.
 - Within the LAUSD-resident category, BCCHS shall apply the following additional preferences:
 - **Students residing within the former Birmingham High School attendance area.**
 - As a conversion charter school, BCCHS shall adopt and maintain an admission preference for students residing within the former attendance area of Birmingham High School, consistent with Education Code section 47605(e)(1).
 - For purposes of this Charter, the **former Birmingham High School attendance area** means the geographic attendance area served by Birmingham High School prior to its conversion to charter status.
 - **Siblings of students currently enrolled at BCCHS.**
 - The sibling preference is intended to promote family continuity, allow siblings to attend the same school, reduce logistical burdens on families, and support sustained family engagement with BCCHS.
 - **Children of permanent BCCHS employees.**
 - This preference is intended to support employee recruitment and retention, strengthen employee connection to the school community, and provide continuity for employees whose children attend the school in which they work.
 - Consistent with BCCHS's previously approved admission preference, enrollment through this preference shall **not exceed ten percent (10%) of the Charter School's total enrollment**.
 - **All other applicants residing within the boundaries of LAUSD.**
- **2. Applicants Residing Outside LAUSD**
 - Applicants residing outside the boundaries of LAUSD shall be considered after applicants residing within LAUSD, subject to available capacity.
 - No sibling, employee-child, or other locally established preference shall operate in a manner that gives an applicant residing outside LAUSD priority over an applicant residing within LAUSD.

BCCHS's earlier approved petition included a preference for employee children capped at 10% of total enrollment. Current Education Code section 47605(e)(2)(B), however, does not itself establish that 10% figure; therefore, the petition should characterize the 10% as **BCCHS's approved limitation**, rather than as a percentage required by the Education Code.

Public Random Drawing Within Preference Categories

- If the number of applicants within an applicable preference category exceeds the number of available seats, admission within that category shall be determined through a **public random drawing**.
- The Charter School shall proceed through the applicable preference categories in priority order until all available seats have been filled.
- Applicants who are not selected shall be placed on the waiting list in accordance with the lottery and waitlist procedures described below.
- All admission preferences shall be implemented in a manner consistent with Education Code section 47605(e)(2)(B), applicable federal and state law, and the preferences approved as part of this Charter.

Former Birmingham Attendance Area and Resident Enrollment Procedures

BCCHS's current enrollment procedures distinguish between students residing within the former Birmingham High School attendance area and students seeking admission through the public random drawing/lottery.

- Students residing within the former Birmingham High School attendance area are identified through residency verification, including use of the LAUSD Resident School Identifier.
- Under BCCHS's current administrative procedures, these students complete the **resident enrollment process** rather than the lottery application process used by students residing outside the former Birmingham attendance area. BCCHS's current public enrollment information reflects this distinction.
- This resident enrollment procedure does **not alter the requirements of Education Code section 47605(e)**. If the number of students seeking admission exceeds the Charter School's capacity such that a public random drawing/lottery is required, students residing within the former Birmingham High School attendance area shall receive the admission preference applicable to conversion charter schools under Education Code section 47605(e)(1).
- Accordingly, BCCHS does not characterize residence within the former Birmingham attendance area as an automatic statutory exemption from a public random drawing. Rather, residence within the former attendance area establishes the conversion-charter admission preference required by law.

Sibling Preference and Lottery Application

BCCHS provides a sibling admission preference to applicants who have a **sibling currently enrolled at BCCHS** at the time the preference is applied.

- To qualify for the sibling preference, the applicant must have a sibling who is currently enrolled at BCCHS and otherwise satisfy the requirements and deadlines established for the lottery.
- The Lottery Application Form may also ask whether the applicant has an **additional sibling applying to BCCHS for the same upcoming school year**.
- The question regarding another sibling applying during the same enrollment period is used for administrative purposes, including identifying related applications and coordinating family communications.
- **Two or more siblings applying during the same enrollment period do not receive a sibling preference solely because they are applying together.**
- Each applicant must independently qualify for the sibling preference based upon having a sibling who is currently enrolled at BCCHS.

4. Public Random Drawing

If the number of timely applications received for the whole school and/or a grade level exceeds available capacity, BCCHS shall conduct a **public random drawing** in accordance with Education Code section 47605(e), the admission preferences set forth in this Charter, and applicable law.

Annual Application and Lottery Timeline

For the **2027–2028 school year**, the open-enrollment and lottery schedule is as follows:

- **Lottery application window opens:** October 24, 2026
- **Lottery application deadline:** January 22, 2027
- **Public random drawing:** Monday, February 1, 2027
- **Lottery format/location:** Virtual
- **Lottery time:** 3:00 PM PST
- **Initial notification of lottery results:** Wednesday, February 10, 2027
- **Deadline for students offered admission through the lottery to complete required enrollment steps:** Friday, April 23, 2027
 - **The completion of the enrollment application serves as the student’s intent to enroll for the following school year.**

The Charter School shall establish and publish the corresponding dates, time, location or virtual access information, and response deadlines annually for each subsequent school year before the opening of the application period.

Communication of Open Enrollment and Lottery Procedures

BCCHS **shall provide** prospective families and other interested parties with clear information regarding the enrollment and lottery process before and during the annual application period.

Information shall include:

- Opening and closing dates of the lottery application period;
- Eligibility and application procedures;
- Admission preferences and the order in which preferences are applied;
- Date, time, and location or virtual access information for the public random drawing;
- Procedures used to conduct the random drawing;
- Notification procedures following the lottery;
- Enrollment acceptance and completion deadlines;
- Waitlist procedures; and
- Contact information for families requiring assistance.

BCCHS shall communicate this information through multiple methods, including:

- The **BCCHS website and Admissions/Application Process webpages**;
- The online admissions portal;
- Prospective-family informational meetings;
- Campus tours and outreach presentations;
- School-sponsored social media;
- Printed enrollment and recruitment materials;
- Email communications;
- Bilingual communications;
- Telephone assistance; and
- In-person assistance through the **Admissions & Records Office and/or Parent Center**.

Enrollment and lottery information shall be provided in English and Spanish, with additional language assistance provided as appropriate to ensure meaningful access for families with limited English proficiency.

Public Lottery Location and Access

The public random drawing may be conducted either in person or virtually.

- For the **2027–2028 school year**, the lottery shall be conducted **on Monday, February 1, 2027, at 3:00 pm**.
- The virtual access information shall be posted on the BCCHS admissions website and communicated to applicants in advance of the drawing.

- If a future lottery is conducted in person, it shall ordinarily be held at the **BCCHS campus, 17000 Haynes Street, Lake Balboa, California 91406**, or at another publicly accessible location identified in advance in the published lottery notice.
- Interested members of the public may attend or access the drawing and observe the lottery process.
- Attendance at the lottery is **not required** for an applicant to receive admission consideration.

Fair and Transparent Execution of the Lottery

BCCHS shall implement procedures designed to ensure that the public random drawing is conducted fairly, consistently, and transparently.

Prior to the lottery:

- Admissions & Records staff shall identify all timely submitted applications.
- Applicant information necessary to determine applicable admission preferences shall be reviewed and verified.
- Applicants shall be organized according to the admission preferences established in this Charter.
- Each eligible applicant shall be assigned an appropriate identifier for purposes of the random drawing.
- Academic achievement, grades, test scores, disability status, English Learner status, athletic ability, participation in performing arts, or other characteristics unrelated to an approved admission preference shall **not** affect an applicant's chances of selection.
- The number of available seats by grade level shall be determined prior to conducting the drawing.

During the lottery:

- The drawing shall be supervised by the **CEO/Principal or designee and designated Admissions & Records staff**.
- The Charter School shall use a random selection method that does not permit school personnel to predetermine the order in which applicants are selected.
- Admission preferences shall be applied in the order established in this Charter Petition.
- The drawing shall be conducted so that members of the public can observe the process, whether virtually or in person.
- The selection order shall be recorded as the drawing occurs.
- Once available seats have been filled, the remaining applicants shall be assigned waitlist positions based on the lottery results and applicable admission preferences.

Following the lottery:

- BCCHS shall preserve the lottery results and documentation necessary to demonstrate that the drawing was fairly conducted.
- Lottery and waitlist records shall be available to LAUSD upon request.
- Families shall not be required to attend the lottery in order to be selected or placed on the waitlist.

Application Procedures

Applicants participating in the lottery shall follow the procedures established and published by BCCHS.

- Lottery applications shall be submitted electronically through the Charter School's online application system.
- A separate application shall be submitted for each applicant, including siblings.
- Applications must be received by the published deadline to participate in the initial public random drawing.
- Applications received after the lottery deadline shall not be inserted into the completed lottery. Consistent with BCCHS's current procedures, late applicants shall be added to the waitlist after applicants who participated in the timely lottery, in the order received. BCCHS currently informs families that applicants not selected through the timely lottery are placed on a priority waitlist and that applications received after the deadline are added thereafter in order of receipt.

- Current BCCHS students continuing enrollment are not required to submit a lottery application.

Notification of Lottery Results and Offers of Admission

The **Admissions & Records Office, under the supervision of the CEO/Principal or designee**, shall notify parents/guardians of lottery results using the contact information provided on the application.

Following the public random drawing:

- Parents/guardians shall be notified of whether the student:
 - Has been offered admission; or
 - Has been placed on the waitlist and, when practicable, the student's waitlist position.
- Notification shall be provided through **email and/or the Charter School's electronic admissions system**, with telephone or other documented follow-up as appropriate.
- Initial lottery-result notices shall be issued by February 10, 2027 or within seven (7 school days) **following the February 1, 2027 lottery**.
- A student offered admission shall be provided:
 - Written notice of the offer;
 - Instructions for accepting the seat;
 - Access to the online enrollment process;
 - A list of required enrollment documentation; and
 - The specific deadline by which the parent/guardian must respond and complete the required enrollment steps.
- Failure to respond or complete all required enrollment steps by the stated deadline, following appropriate notice, may result in the forfeiture of the offered seat. In such circumstances, the seat may be offered to the next eligible applicant on the waitlist.

Waiting List Procedures

Applicants who participate in the timely lottery but are not offered admission because of capacity limitations shall be placed on a waiting list in the order established by the public random drawing and applicable admission preferences.

The waiting list shall:

- Remain in effect for the applicable school year;
- Preserve the order established through the lottery;
- Preserve applicable admission preferences;
- Be used to fill vacancies as seats become available; and
- Not automatically carry forward to a subsequent school year.

BCCHS's current procedures require a family whose student remains on the waitlist to submit a new application to participate in the following year's lottery.

Offers from the Waiting List

When a seat becomes available after the lottery:

- The **Admissions & Records Office** shall contact the parent/guardian of the next eligible applicant according to the established waitlist order.
- Notice shall be provided through **email and/or the Charter School's electronic admissions system**, with telephone follow-up or another documented communication method as appropriate.
- The notice shall identify:
 - That a seat has become available;
 - The grade level for which the seat is offered;
 - The procedures for accepting the offer;
 - Required enrollment documentation; and

- The specific deadline for responding.
 - Parents/guardians shall be provided **five school days** from the date of the offer to accept the seat and complete, or begin completing as directed, the required enrollment process.
 - If the parent/guardian declines the offer or fails to respond within the stated period, BCCHS may offer the seat to the next eligible applicant on the waitlist.
 - Each offer and the family's response, nonresponse, or declination shall be documented before the Charter School proceeds to the next applicant.
-

Documentation of Fair Execution

BCCHS shall maintain records sufficient to demonstrate the fair and transparent execution of its lottery and waitlist procedures. Documentation shall include, as applicable:

- Lottery applications and submission dates;
- Records used to verify applicable admission preferences;
- Applicant rosters;
- Number of available seats by grade level;
- Randomized selection results;
- Final lottery order;
- Waitlist rankings;
- Public notice of the lottery date, time, and location or virtual access information;
- Communications notifying families of lottery results;
- Offers of admission and family responses;
- Waitlist offers and responses;
- Enrollment acceptance records; and
- Administrative records documenting oversight of the lottery process.

Lottery, waitlist, and enrollment records shall be maintained in accordance with applicable record-retention requirements and shall be made available to the Authorizer upon request.

Conclusion

BCCHS is committed to implementing fair, transparent, and equitable admissions and lottery procedures consistent with California Education Code and the Charter School's mission of providing high-quality educational opportunities for all students. Through clearly communicated enrollment procedures, publicly conducted lotteries when required, comprehensive outreach, multilingual family communications, and documented waiting lists, BCCHS ensures that all applicants are considered fairly and consistently in accordance with applicable law and Board-approved policies. These procedures apply to both the onsite instructional program and Birmingham Virtual Academy (BVA), which operates as an independent study instructional option within BCCHS, subject to applicable program requirements and enrollment capacity.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

1. Annual Financial Audits and Responsible Position

Birmingham Community Charter High School is committed to maintaining the highest standards of fiscal accountability, transparency, and compliance with all applicable laws and regulations. The school conducts an annual independent financial audit in accordance with generally accepted accounting principles (GAAP) and applicable provisions of the California Education Code. The audit process is designed to ensure the integrity of the school’s financial operations, the appropriate use of public funds, and compliance with federal, state, and local requirements. The school’s leadership, under the direction of the Chief Business Officer (CBO), ensures that all aspects of the audit are completed accurately, efficiently, and within statutory timelines. The school has demonstrated a strong track record of fiscal responsibility, maintaining over ten consecutive years with no audit findings and qualifying as a low-risk auditee.

Key Points

1. Annual Audit Procedures and Responsible Position

- The **Chief Business Officer (CBO)** is responsible for all aspects of the annual independent financial audit process, including:
 - **Contracting with an independent auditor** from the California State Controller's approved list of auditors for charter schools
 - (e.g., currently **CliftonLarsonAllen LLP or another approved firm as applicable)
 - Ensuring the auditor meets all independence and qualification requirements
- The CBO is also responsible for:
 - **Coordinating and providing all necessary financial records and documentation**, including:
 - General ledger and trial balances
 - Financial statements and supporting schedules
 - Internal control documentation
 - Attendance and ADA reports
 - Federal and state compliance documentation
 - **Facilitating communication between school staff and the independent auditor** throughout the audit process
- The CBO ensures that:
 - The completed audit report is **submitted to all required agencies** (including the chartering authority, county office of education, California Department of Education, and State Controller's Office)
 - All submissions are completed **by the statutory deadline (December 15 annually, or as required by law)**

2. Track Record of Fiscal Accountability

- Birmingham has maintained:
 - **Over ten consecutive years with no audit findings, deficiencies, material weaknesses, or audit exceptions**
 - Designation as a **low-risk auditee**
- This record reflects strong internal controls, sound fiscal management, and consistent compliance with all applicable requirements

2. Process for Addressing and Resolving Audit Findings and Responsible Position

The Chief Business Officer (CBO) is responsible for administering the process to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions identified in the annual independent financial audit.

If any such findings were identified, the school will implement the following process to ensure timely resolution, transparency, and accountability:

- **Review and Analysis**
 - The CBO will conduct a thorough review of the audit report to understand the nature, scope, and root cause of each finding
- **Corrective Action Plan Development**
 - The CBO will develop a **written corrective action plan** that:
 - Addresses each identified finding or deficiency
 - Includes specific corrective actions

- Establishes clear timelines for resolution
 - Identifies responsible personnel
- **Governing Board Oversight**
 - The corrective action plan will be **presented to the Governing Board** for review and approval
 - The Board will provide oversight to ensure accountability and proper implementation
- **Implementation and Monitoring**
 - The CBO will oversee implementation of all corrective actions
 - Progress will be monitored regularly to ensure that all issues are fully resolved
- **Ongoing Reporting and Resolution**
 - The CBO will provide **regular status updates** to the Governing Board and, if required, to the chartering authority
 - All findings will be resolved to the satisfaction of the chartering authority and documented accordingly

Additional Fiscal Oversight and Internal Controls

To support a strong audit process and prevent findings, the school maintains:

- **Robust internal controls**, including segregation of duties and approval protocols
- **Regular internal financial reporting** to school leadership and the Governing Board
- **Ongoing budget monitoring and variance analysis**
- Compliance with:
 - Federal program requirements (if applicable)
 - State and local fiscal reporting requirements
- Annual review and refinement of fiscal policies and procedures

Birmingham Community Charter High School’s annual financial audit process reflects a strong commitment to fiscal integrity, transparency, and accountability. Through the leadership of the **Chief Business Officer**, adherence to , and active oversight by the Governing Board, all financial operations are conducted responsibly and in compliance with legal requirements. The clearly defined process for addressing and resolving audit findings—combined with the school’s consistent history of clean audits—ensures that any issues will be addressed promptly, effectively, and to the full satisfaction of the chartering authority.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed

- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

1. School Climate and Student Discipline System

Birmingham Community Charter High School is committed to maintaining a safe, inclusive, and supportive learning environment that promotes positive student behavior, strong relationships, and equitable outcomes for all students. The school recognizes that positive school climate is essential to student achievement, attendance, engagement, and overall well-being.

Consistent with the District's Discipline Foundation Policy and the School Climate Bill of Rights, the Charter School emphasizes prevention, intervention, restoration, and relationship-building as the foundation of its student discipline system. Birmingham seeks to address student misconduct through restorative and educational approaches whenever appropriate, while maintaining high expectations for student behavior and accountability.

The school's discipline framework is aligned with its Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and restorative practices. These systems work together to promote positive behavior, provide targeted interventions, and ensure that disciplinary responses are fair, age-appropriate, and designed to support student growth.

Restorative Justice Practices

Birmingham utilizes Restorative Justice practices to proactively build community, strengthen relationships, and repair harm when conflicts occur. Restorative practices are integrated into the school's culture and emphasize accountability, empathy, reflection, and problem-solving.

Examples of restorative practices include:

- Community-building circles that foster positive relationships and belonging.
- Restorative conversations between students and staff to address concerns and resolve conflicts.
- Facilitated conflict resolution (e.g. mediation) when appropriate.
- Restorative conferences involving affected parties to repair harm and restore relationships.
- Reflection activities that encourage students to understand the impact of their actions and develop strategies for positive decision-making.
- Opportunities for students to make amends and restore trust within the school community.

These practices help reduce exclusionary discipline, strengthen school connectedness, and support students in developing social-emotional competencies.

Alternatives to Suspension

Prior to considering suspension, Birmingham utilizes a range of age-appropriate interventions and supports designed to correct behavior while keeping students engaged in learning whenever possible.

Alternatives to suspension may include:

- Restorative conferences and restorative circles.
- Individual behavior reflection and problem-solving conferences.
- Counseling and social-emotional support services.
- Parent/guardian conferences.
- Behavior contracts and goal-setting plans.
- Check-in/check-out systems with designated staff members.
- Mediation and conflict resolution supports.
- Referral to school-based mental health services.
- Tiered behavioral interventions through the MTSS framework.

- Community service or campus-based restorative activities when appropriate.
- Positive behavior support plans and progress monitoring.
- Mentoring and student success meetings.
- Access to designated self-regulation spaces.
- Referral to substance abuse education, counseling or intervention services.
- Schedule modifications or adjustments to support student success.

Suspension is reserved for situations authorized by CA law and when other means of correction have been unsuccessful or when student safety requires immediate action.

Data Monitoring

The Charter School regularly monitors our Student Information System (Aeries) and Power BI Dashboards to identify student behavior trends, ensure equitable implementation of discipline practices, and guide continuous improvement efforts. Grade level Multi-tiered Systems of Support (MTSS) teams formalize this process during regular meetings.

Behavior data reviewed includes:

- Suspension and expulsion rates.
- Office discipline referrals.
- Attendance and chronic absenteeism data.
- Tardy trends.
- Behavioral incident reports.
- Disproportionality among student groups.
- Repeat incidents and recidivism rates.
- School climate survey results.

Behavior data is reviewed regularly by school administrators, deans, counselors, and relevant school teams. Data analysis is used to identify areas of need, evaluate the effectiveness of interventions, and develop targeted supports for individual students and student groups. Findings are shared with educational partners including students, parents/guardians, teachers, administrators, counselors, classified staff, the School Site Council, English Learner Advisory Committee, the Board, and other relevant school committees and stakeholder groups, as part of the school's continuous improvement processes.

Professional Development

The school provides ongoing professional development to ensure that all staff understand and consistently implement the school's discipline policies, restorative practices, and behavior support systems.

Professional development topics include:

- Creating and maintaining a safe and welcoming environment.
- Discipline Policy requirements.
- Restorative Justice practices and implementation.
- Positive Behavioral Interventions and Supports (PBIS).
- Social-Emotional learning opportunities.
- Trauma-informed practices.
- Cultural responsiveness and implicit bias awareness.
- De-escalation and conflict resolution strategies.
- MTSS behavioral intervention processes.
- Documentation and reporting procedures.
- Student rights and due process requirements.

Training is provided during staff orientation, professional development days, department and grade-level meetings, and as needed throughout the school year. School administrators monitor implementation and provide coaching and support to ensure compliance with all applicable laws, policies, and school procedures.

Key Components

- Schoolwide PBIS and restorative practices framework.
 - Multi-Tiered System of Supports (MTSS) for behavioral intervention.
 - Community-building and restorative circles.
 - Alternatives to suspension that prioritize student growth and accountability.
 - Ongoing monitoring of discipline, attendance, and school climate data.
 - Regular review of subgroup discipline data to promote equity.
 - Access to counseling, mental health, and behavioral supports.
 - Professional development on restorative practices, PBIS, trauma-informed care, and culturally responsive approaches.
 - Continuous improvement through data analysis and stakeholder feedback.
-

Conclusion

Birmingham Community Charter High School is committed to maintaining a safe, orderly, welcoming and supportive educational environment while ensuring that all students are treated fairly and afforded the procedural and substantive due process protections guaranteed under federal and state law. The Charter School's discipline policies are designed to promote positive student behavior, accountability, and student success using restorative practices, progressive interventions, and appropriate disciplinary measures when necessary. Suspension and expulsion shall be imposed only in accordance with applicable law and Charter School policy.

Grounds for Suspension and Expulsion

2. Disciplinary Jurisdiction

Disciplinary Jurisdiction - The Charter School's disciplinary jurisdiction is limited to conduct related to a school activity or school attendance and is consistent with California Education Code section 48900(s).

A student may be subject to discipline only for conduct that occurs:

- While on school grounds;
- While going to or coming from school;
- During the lunch period, whether on or off campus; or
- During, or while going to or coming from, a school-sponsored activity.

The Charter School does not extend its disciplinary authority beyond the circumstances authorized by California law. Student conduct shall be evaluated in the context of school safety, student welfare, and the educational environment.

A student may be subject to disciplinary action only when:

- The conduct occurs within the jurisdiction established by **Education Code section 48900(s)**; and
- The conduct constitutes an applicable disciplinary offense under **Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915**, as incorporated into the Charter School's discipline policies and procedures.

Disciplinary action shall also be implemented consistent with applicable requirements governing:

- **Other means of correction** — Education Code section 48900.5;
- **Limitations on suspension** — Education Code section 48903;

- **Suspension procedures and notice** — Education Code section 48911;
- **Expulsion grounds and recommendations** — Education Code section 48915;
- **Expulsion hearing and due process procedures** — Education Code section 48918; and

Applicable protections for students with disabilities under the **Individuals with Disabilities Education Act (IDEA)** and **Section 504 of the Rehabilitation Act of 1973**.

3. Suspension and Expulsion Offenses

The Charter School has **not** adopted the Los Angeles Unified School District Matrix for Student Suspension and Expulsion Recommendation as its list of offenses for which students may be suspended, recommended for expulsion, or must be recommended for expulsion.

Instead, the Charter School maintains an independent suspension and expulsion policy that is aligned with California Education Code sections 48900 through 48927 and section 48915, as well as all other applicable state and federal laws governing student discipline.

The Charter School's policy:

- Identifies offenses for which suspension may be imposed as authorized by Education Code section 48900 et seq.;
- Identifies offenses for which expulsion may be recommended pursuant to Education Code section 48915(a);
- Identifies offenses for which expulsion recommendation is mandatory pursuant to Education Code section 48915(c);
- Preserves all student due process rights and procedural safeguards required by law; and
- Incorporates restorative practices, positive behavioral interventions, and alternative means of correction whenever appropriate and legally permissible.

Mandatory (Non-Discretionary) Suspension and/or Recommendation for Expulsion

(Education Code § 48915(c))

The CEO/Principal or designee **shall immediately suspend and recommend expulsion** for any student determined to have committed one of the following acts while at school or at a school activity:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault.
- Possessing an explosive.

These offenses require a recommendation for expulsion pursuant to California Education Code § 48915(c), subject to the student's due process rights.

Discretionary Suspension and/or Recommendation for Expulsion

(Education Code §§ 48900 and 48915(a)–(b))

The CEO/Principal or designee **may suspend and/or recommend expulsion**, after consideration of all relevant circumstances and other means of correction when required by law, for offenses including, but not limited to:

- Causing, attempting to cause, or threatening physical injury.
- Possession of any knife, dangerous object, or other weapon not covered under mandatory expulsion provisions.

- Possession, use, furnishing, or being under the influence of controlled substances, alcohol, intoxicants, or tobacco products.
- Robbery or extortion.
- Vandalism.
- Theft.
- Fighting or battery.
- Harassment, threats, intimidation, or bullying, including cyberbullying.
- Sexual harassment.
- Hate violence.
- Harassment, threats, or intimidation directed toward students or school personnel.
- Terroristic threats.
- Disruption of school activities or willful defiance, as described in Education Code section 48900(k), subject to the statutory limitations on suspension and expulsion set forth in section 48900(k)(2)–(4).
- Receiving stolen property.
- Possession of an imitation firearm.
- Possession of drug paraphernalia.
- Aiding or abetting the infliction or attempted infliction of physical injury.
- Any other suspendable or expellable offense identified in Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915(a),(b) and (e).

Prior to imposing suspension for applicable offenses, the Charter School shall consider other means of correction as required by California Education Code and shall evaluate the individual facts and circumstances of each case.

BCCHS is committed to implementing student discipline in a manner that promotes school safety while supporting student growth and accountability. By distinguishing between mandatory and discretionary disciplinary offenses and emphasizing restorative interventions whenever appropriate, the Charter School ensures that disciplinary decisions are consistent with California Education Code, protect students' due process rights, and foster a safe, equitable, and positive learning environment.

Differences Between the Charter School Policy and the LAUSD Matrix

The Charter School does not utilize the LAUSD Discipline Foundation Policy, Discipline Matrix, offense classifications, administrative response framework, or accompanying guidance documents.

Instead, the Charter School administers student discipline in accordance with the California Charter Schools Act (Education Code sections 47600–47664), including the requirements of **Education Code section 47605(c)(5)(I)**, and maintains an independent suspension and expulsion policy aligned with **Education Code sections 48900 through 48927, including section 48915, and applicable state and federal laws governing student discipline, suspension, expulsion, involuntary removal, and due process.**

Education Code section 47605(c)(5)(I) specifically requires charter petitions to describe suspension, expulsion, involuntary removal, and applicable due process procedures.

Rather than relying on a discipline matrix that assigns predetermined consequences for specific offenses, Birmingham Community Charter High School exercises the discretion afforded under applicable law to consider the unique facts, circumstances, and severity of each incident, as well as the individual needs of the student, when determining an appropriate disciplinary response.

The Charter School does not:

- Create additional suspension offenses beyond those authorized by California law for traditional public schools.
- Create additional expulsion offenses beyond those authorized by California law for traditional public schools.
- Establish additional mandatory expulsion offenses beyond those identified in **Education Code section 48915**.
- Expand disciplinary jurisdiction beyond that authorized by **Education Code section 48900(s)**.
- Apply disciplinary procedures in a manner inconsistent with the due process requirements of **Education Code section 47605(c)(5)(I), Education Code sections 48900 through 48927, or applicable state and federal law**.

Alignment with Applicable Law and Best Interests of Students

The Charter School believes its independent suspension and expulsion policy serves the best interests of students and is aligned with California Education Code sections 48900 through 48927, including section 48915, Education Code section 47605(c)(5)(I), and all other applicable state and federal laws governing student discipline because it:

- Directly incorporates disciplinary grounds established by California Education Code;
- Preserves all student due process protections;
- Supports equitable and consistent disciplinary practices;
- Emphasizes prevention, intervention, restoration, and accountability;
- Allows administrators to consider the unique facts and circumstances of each incident;
- Encourages positive behavioral growth through restorative practices and behavioral interventions;
- Supports the Charter School's Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and restorative practices framework; and
- Reduces unnecessary exclusion from instruction whenever appropriate and legally permissible.

School Safety

The Charter School recognizes that maintaining a safe learning environment is essential to student achievement and well-being. BCCHS prioritizes restorative practices, interventions, and other means of correction whenever appropriate. Suspension, recommendation for expulsion, or other disciplinary action shall be imposed only for conduct authorized under Education Code sections 48900 through 48927, including section 48915, and within the disciplinary jurisdiction established by Education Code section 48900(s).

Circumstances may include:

- Physical injury, threats, or violence;
- Weapons or dangerous objects;
- Controlled substance or alcohol offenses;
- Robbery, extortion, theft, or property damage;
- Sexual assault or sexual battery;
- Harassment, intimidation, hazing, or bullying; and
- Other conduct expressly identified in the Education Code as grounds for discipline.

Suspension and expulsion shall be imposed only when the applicable statutory requirements and due process protections are satisfied.

To promote safety and security, the Charter School shall:

- Maintain clear behavioral expectations;
- Investigate disciplinary incidents promptly and thoroughly;
- Implement appropriate interventions and corrective actions;

- Utilize restorative approaches whenever feasible;
- Comply with all mandatory suspension and expulsion provisions required by law;
- Provide behavioral supports and interventions designed to prevent recurring misconduct; and
- Review discipline data regularly to ensure equitable implementation and continuous improvement.

Suspension Procedures

4. Due Process Protections

The Charter School shall comply with all federal and state constitutional due process requirements, including the rights of foster youth, educational rights holders, and other legally authorized student representatives.

Suspensions of Ten (10) Days or Fewer

Birmingham Community Charter High School is committed to implementing disciplinary practices that are fair, educationally appropriate, and consistent with applicable state and federal law. The Charter School recognizes the importance of maintaining a safe and orderly learning environment while ensuring that all students, including students with disabilities and English Learners, are afforded appropriate due process protections and continued access to educational opportunities.

Consistent with California Education Code Sections 48900 et seq., 48903, and 48911, suspensions of ten (10) days or fewer are utilized only when other means of correction have failed to bring about proper conduct or when the student's presence causes a danger to persons or property, threatens to disrupt the instructional process, or otherwise warrants disciplinary intervention as permitted by law. During any period of suspension, students will be provided meaningful access to educational services and opportunities to continue academic progress.

Due Process for Suspensions of Ten (10) School Days or Fewer

For suspensions of fewer than ten (10) school days, the Charter School shall provide the student with due process consistent with Education Code sections 47605(c)(5)(I)(i) and 48911 and the due process requirements established in *Goss v. Lopez*, 419 U.S. 565 (1975). Nothing in this section authorizes a single suspension exceeding the five (5) consecutive school-day limit established by Education Code section 48911(a).

- **Notice and Opportunity to Respond**
 - Prior to suspension, the student shall be informed of the reason(s) for the proposed disciplinary action, including, as applicable, other means of correction attempted pursuant to Education Code section 48900.5, and the evidence supporting the allegation(s).
 - The student shall be provided an opportunity to present the student's version of the facts and evidence in the student's defense.
- **Informal Conference**
 - Except in an emergency situation, suspension shall be preceded by an informal conference with the principal or designee.
 - An emergency situation exists when the student's presence constitutes a clear and present danger to the life, safety, or health of students or school personnel.
 - If the student is suspended without a pre-suspension conference because of an emergency, the student and the student's parent/guardian, or other persons entitled to notice as provided by law, shall be notified of the student's right to a conference and the student's right to return to school for the purpose of the conference.

- The conference shall be held within two (2) school days unless the student waives the right or is physically unable to attend. If the student is physically unable to attend, the conference shall be held as soon as the student is physically able to return to school for the conference, consistent with Education Code section 48911(c).
- **Parent/Guardian, Foster Child, and American Indian/Alaska Native Child Notification**
 - At the time of suspension, the Charter School shall make a reasonable effort to notify the student's parent/guardian in person, by email, or by telephone.
 - For a foster child, the student's educational rights holder, attorney, and county social worker shall also receive notice as required by law.
 - For an American Indian or Alaska Native child, as defined in Welfare and Institutions Code section 224.1, the student's tribal social worker and, if applicable, county social worker shall also receive notice as required by law.
 - Written notice of the suspension shall be provided to the parent/guardian and, as applicable, the foster child's educational rights holder, attorney, and county social worker, or the American Indian child's tribal social worker and, if applicable, county social worker, consistent with Education Code sections 48911(c)–(d) and 48853.5(d).
- **Written Notice**
 - Written notice shall include, at a minimum:
 - The reason(s) for the suspension;
 - The duration of the suspension; and
 - The student's date of return.

All suspension procedures and notices shall be implemented in accordance with Education Code sections 47605(c)(5)(l)(i), 48911, and 48853.5, as applicable, and the applicable federal and state constitutional due process requirements, including those established in *Goss v. Lopez*, 419 U.S. 565 (1975).

Educational Access During Suspension

Regardless of student subgroup status, the Charter School shall provide meaningful access to education during suspensions of ten (10) days or fewer.

Educational access may include:

- Assignments and coursework from current classes.
- Access to instructional materials and learning resources.
- Opportunities to complete and receive credit for missed assignments and assessments.
- Communication with teachers regarding instructional expectations and academic progress.
- Alternative instructional methods as determined appropriate by the Charter School.

Homework Assignments During Suspension

Birmingham Community Charter High School shall comply with Education Code section 47606.2 regarding homework assignments for suspended students.

- Upon request by the student's parent, guardian, educational rights holder, or the suspended student, teachers shall provide homework assignments to students in grades 9–12 who are suspended for two (2) or more school days.
- Homework completed and submitted by the student upon returning to school, or by the teacher's original due date, whichever is later, shall be graded in accordance with Education Code section 47606.2.
- If a requested assignment is not graded before the end of the academic term, it shall not be included in the calculation of the student's overall course grade.

Conclusion

Birmingham Community Charter High School is committed to ensuring that suspensions of ten (10) days or fewer are administered fairly, consistently, and in accordance with applicable state and federal law. The Charter School balances the need to maintain a safe and orderly educational environment with its commitment to protecting student rights, preserving access to educational opportunities, and providing appropriate procedural safeguards. Through continued educational access, individualized supports, and compliance with IDEA, Section 504, and English Learner protections, the Charter School seeks to promote positive student outcomes while maintaining a safe and supportive school community.

Suspensions of More Than Ten (10) Days

Due Process Procedures for Extended Suspension Pending Expulsion and for Expulsion

BCCHS does not impose a standalone suspension of ten (10) school days or more. An initial suspension shall not exceed five (5) consecutive school days. A suspension may be extended beyond the initial suspension period only when an expulsion recommendation is being processed and the applicable requirements for an extension of suspension have been satisfied.

For purposes of this section, the due process requirements applicable to a suspension of ten (10) school days or more apply when a single suspension or an extension of suspension arising from the same disciplinary matter reaches ten (10) school days or more. Separate suspensions imposed for separate incidents shall not be aggregated for purposes of this threshold, except as otherwise required by applicable law, including laws governing students with disabilities.

Extension of Suspension Pending Expulsion

When expulsion has been recommended, BCCHS may extend the student's suspension pending completion of the expulsion process. Prior to extending the suspension, the student and parent/guardian shall be invited to participate in a meeting regarding the proposed extension.

An extension of suspension may be imposed only upon a determination that the student's presence at the Charter School or in an alternative school placement would cause a danger to persons or property or pose a threat of disrupting the instructional process, consistent with Education Code section 48911(g).

For a foster child, the student's educational rights holder, attorney, and county social worker shall also be invited to participate in the extension meeting, as applicable. For an American Indian or Alaska Native student who meets the legal definition of an "Indian child," the student's tribal social worker and, if applicable, county social worker shall also be invited to participate as required by law.

If an extended suspension reaches ten (10) school days or more while an expulsion recommendation is pending, BCCHS shall provide the due process protections required by Education Code section 47605(c)(5)(I)(ii).

Notice and Hearing Rights

For an extended suspension of ten (10) school days or more and for all expulsions for disciplinary reasons, BCCHS shall:

- Provide the student and parent/guardian with timely written notice of the charges against the student, the factual basis for the charges, and an explanation of the student's basic due process rights.
- Provide notice of the student's right to a hearing adjudicated by a neutral and impartial hearing officer or panel within a reasonable number of days.
- Provide the student with a fair opportunity at the hearing to:
 - Review and respond to the evidence supporting the proposed disciplinary action;
 - Present testimony, documentary evidence, and witnesses;

- Confront and cross-examine adverse witnesses, subject to applicable law; and
- Be represented by legal counsel or another advocate at the student's own expense.
- Provide interpretation or other language assistance when required by law to ensure meaningful participation in the proceeding.
- Ensure that the hearing officer or panel is neutral and impartial and has not participated in the investigation of the incident, the decision to recommend expulsion, or otherwise prejudged the matter.
- Base the hearing determination upon the evidence presented during the proceeding.

Expulsion Proceedings and Final Decision

When expulsion is recommended, the student shall receive an expulsion hearing in accordance with the procedures established in this Charter. The expulsion hearing may also satisfy the hearing requirements applicable to an extended suspension of ten (10) school days or more when it is conducted within a reasonable number of days and provides all due process protections required by Education Code section 47605(c)(5)(l)(ii).

Following completion of the expulsion process, the student and parent/guardian shall receive written notice of the final decision. If the student is expelled, the notice shall include the findings supporting the decision, any applicable rehabilitation or readmission requirements, available appeal rights under this Charter, and information regarding post-expulsion educational options, as applicable.

BCCHS shall maintain records of suspension-extension and expulsion proceedings in accordance with applicable federal and state student-record and confidentiality requirements.

Conclusion

BCCHS is committed to protecting the due process rights of every student while maintaining a safe and orderly learning environment. By providing timely notice, meaningful opportunities to be heard, impartial decision-makers, and fair disciplinary procedures, the Charter School ensures that all extended suspensions and expulsions are conducted in a manner consistent with constitutional due process, California Education Code, and the principles of fairness, equity, and accountability.

5. Suspension Procedures

Authority to Suspend Students

The following positions are authorized to suspend students:

- CEO/Principal;
- Other administrative designees authorized by the CEO/Principal consistent with Charter School policy.

Student Notice and Opportunity to Be Heard

Prior to suspension, the student shall be provided:

- Oral or written notice of the alleged misconduct;
- An explanation of the evidence supporting the proposed disciplinary action; and
- A meaningful opportunity to present the student's version of events and any mitigating information.

Parent/Guardian Notification

The Charter School shall make reasonable efforts to notify the student's parent/guardian, educational rights holder, foster youth representative, or other legally authorized representative as soon as practicable following the suspension decision.

Notification shall include:

- The reason for the suspension;
- The specific conduct resulting in disciplinary action;
- The dates and length of the suspension;
- Information regarding the student's right to complete assignments and receive educational services during the suspension; and
- Information regarding available appeal procedures.

Notice may be provided by telephone, electronic communication, written correspondence, in-person conference, or other reasonable means in the primary language of the parent/guardian.

Suspension Appeals

- A parent/guardian, educational rights holder, or eligible student may request review of a suspension decision.
- A written appeal must be submitted to the Principal/CEO or designee within five (5) school days of receipt of the suspension notice.
- The CEO/Principal or designee shall review the disciplinary record, investigation materials, and any information submitted by the student or parent/guardian and issue a written decision within ten (10) school days.
- The appeal process is intended to ensure procedural fairness and does not delay implementation of the suspension unless otherwise determined by the Charter School.

Length of Suspension

The Charter School's suspension limits are aligned with California Education Code sections 48911 and 48903. Accordingly:

- No student may be suspended for more than **five (5) consecutive school days** for a single offense; and
- No student may be suspended for more **than twenty (20) school days** during any academic year.
- The Charter School's policy does not differ from the requirements established in Education Code sections 48911 and 48903.

Release of Student from School

A student who is suspended shall not be released before the end of the school day unless the student is released to a parent/guardian, or another adult authorized in writing by the parent/guardian (e.g., an emergency contact), or the student is 18 years of age or older. Authorization by telephone shall not be accepted.

Students with Disabilities

BCCHS shall comply with all applicable state and federal requirements governing the discipline of students with disabilities. Consistent with California Education Code and applicable federal law:

- A student with an Individualized Education Program (IEP) or Section 504 Plan may not be suspended for more than five (5) consecutive school days for a single suspension, except as otherwise authorized by law.
 - The total number of days of suspension shall not exceed twenty (20) school days in a school year, except where California law permits a maximum of thirty (30) school days following certain transfers or adjustments.
 - All suspensions of students with IEPs or Section 504 Plans shall remain subject to the additional protections and procedural safeguards required by the IDEA, Section 504, and applicable state and federal law.
-

Educational Access During Suspension

Regardless of student subgroup status, the Charter School shall provide meaningful access to education during suspensions of ten (10) days or fewer. For an out-of-school suspension, instructional materials and assignments shall be made available for the student to complete at home or another off-campus location identified by the parent/guardian, using the Charter School's online instructional platforms, email, electronic resources, and/or hard-copy materials, as appropriate.

Educational access may include:

- Assignments and coursework from current classes.
- Access to instructional materials and learning resources.
- Opportunities to complete and receive credit for missed assignments and assessments.
- Communication with teachers regarding instructional expectations and academic progress.
- Alternative instructional methods as determined appropriate by the Charter School.

If a student is serving a suspension in a **supervised on-campus setting**, educational access shall be provided in the designated supervised location.

Conclusion

Birmingham Community Charter High School is committed to ensuring that suspensions are administered fairly, consistently, and in accordance with applicable state and federal law. The Charter School balances the need to maintain a safe and orderly educational environment with its commitment to protecting student rights, preserving access to educational opportunities, and providing appropriate procedural safeguards. Through continued educational access, individualized supports, and compliance with IDEA, Section 504, and English Learner protections, the Charter School seeks to promote positive student outcomes while maintaining a safe and supportive school community.

6. In-School Suspension (Supervised Suspension)

Birmingham Community Charter High School (BCCHS) maintains an **In-School Suspension (ISS)/Supervised Suspension Program** as an alternative to out-of-school suspension when appropriate. The program is designed to provide students with a structured, supervised environment that promotes accountability while minimizing the loss of instructional time and supporting students' academic, behavioral, and social-emotional growth.

The use of in-school suspension is consistent with the Charter School's commitment to restorative practices, Positive Behavioral Interventions and Supports (PBIS), and a Multi-Tiered System of Supports (MTSS). Whenever appropriate, students assigned to ISS continue to receive instruction, complete academic assignments, and participate in interventions designed to address the behaviors that resulted in disciplinary action.

Students assigned to the In-School Suspension Program:

- Remain under the direct supervision of a currently staffed certificated employee. Current certificated positions that may provide this supervision include Deans and Grade Level Coordinators as well as other appropriately trained certificated school personnel in a designated location on site.
- Continue to receive standards-aligned instructional materials and classroom assignments, other online options (e.g. Google Classroom) or in hard copy form to provide easy student access and minimize disruption to academic progress.
- Have the opportunity to complete classwork, assessments, and assignments during the period of supervised suspension.
- May participate in restorative conferences, reflection activities, counseling, social-emotional learning, and behavioral interventions designed to address the underlying causes of misconduct.

- Continue to receive accommodations, modifications, and related services, when applicable, in accordance with their Individualized Education Program (IEP), Section 504 Plan, or English Learner supports.
- Are expected to comply with all school rules and behavioral expectations while participating in the ISS program.

Placement in the In-School Suspension Program shall be determined by school administration based on the nature of the student's misconduct, the student's disciplinary history, safety considerations, and the appropriateness of supervised suspension as an alternative to exclusion from school. Participation in the program shall be implemented in accordance with applicable provisions of the California Education Code and other applicable state and federal laws.

Conclusion

BCCHS's In-School Suspension Program reflects the Charter School's commitment to maintaining a safe and orderly learning environment while providing meaningful behavioral interventions that promote student accountability and continued academic progress. By allowing students to remain engaged in instruction while receiving targeted behavioral supports, the program reinforces the Charter School's philosophy of using restorative and educational approaches to improve student outcomes whenever appropriate.

Expulsion Procedures

7. Rules and Procedures for Student Expulsion

The Charter School is committed to maintaining a safe, orderly, and supportive learning environment while ensuring that all students are afforded due process rights during disciplinary proceedings. Expulsion shall be used only when required by law or when other means of correction are not feasible or have repeatedly failed to bring about proper conduct. The Charter School's expulsion procedures are designed to balance student accountability, educational access, and school safety while complying with applicable provisions of the California Education Code, including Sections 48911, 48911.1, 48918, and 48918.5.

A. Expulsion Recommendation Authority

The following individuals may recommend a student for expulsion:

- CEO/Principal
- CEO/Principal Designee (Administrative Director)

Prior to making an expulsion recommendation, the Charter School shall:

- Conduct a thorough investigation.
- Review all relevant evidence.
- Interview witnesses, as appropriate.
- Provide the student with an opportunity to respond to the allegations.
- Consider the facts, circumstances, and applicable means of correction.

B. Pre-Expulsion Conference - Notice and Opportunity to Be Heard

Prior to recommending expulsion, the Charter School shall:

- Inform the student of the alleged offense(s).
- Notify the parent/guardian, foster youth educational rights holder and, for an American Indian or Alaska Native student who meets the legal definition of "Indian child", the student's tribal social worker, in their home language.

- Provide the student with an opportunity to explain their actions and present relevant information.
 - Consider mitigating circumstances before making a recommendation.
-

C. Suspension Pending Expulsion

A student may be suspended pending an expulsion hearing only when:

- The student's presence poses a danger to persons or property; or
- The student's presence presents a threat of disrupting the instructional process.

Additional provisions include:

- Any extension of suspension pending an expulsion decision shall comply with Education Code section 48911(g). An extension may occur only after a meeting at which the student and parent/guardian are invited to participate and a determination is made that the student's presence at school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. When applicable, foster youth representatives and tribal social workers shall also be invited to participate as required by law.
 - In accordance with Education Code Section 48911.1, a student who poses an imminent danger or has been recommended for expulsion shall not be assigned to in-school suspension.
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D. Interim Placement

The Charter School intends to adopt the District's Interim Placement Memorandum of Understanding (MOU). Charter School's process for interim placement shall be consistent with the District's Interim Placement MOU. Pending the outcome of an expulsion hearing, the Charter School shall ensure that students continue to have meaningful access to educational services and opportunities to make academic progress.

Students Residing Within LAUSD Boundaries

For students who reside within LAUSD boundaries and who are suspended pending an expulsion hearing, the Charter School shall refer the student for interim placement in accordance with the District's Interim Placement MOU. The Charter School shall:

- Follow all procedures established by the District's Interim Placement MOU.
 - Coordinate with LAUSD regarding interim placement options and enrollment procedures.
 - Provide all required records, disciplinary documentation, and educational information necessary to facilitate placement.
 - Cooperate with the District and the receiving educational program to support continuity of instruction.
 - Ensure compliance with all applicable requirements for students with disabilities, including IDEA, Section 504, manifestation determination requirements, and the provision of a free appropriate public education (FAPE).
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Students Residing Outside LAUSD Boundaries or When District Placement Is Unavailable

For students who do not reside within LAUSD boundaries, or when District interim placement is unavailable, the Charter School shall provide an alternative educational placement that affords the student meaningful access to educational services during the expulsion process.

The Charter School shall:

- Provide an alternative educational placement, which may include independent study, virtual instruction, county-operated programs, another local educational agency, or another appropriate educational setting.
 - Ensure access to standards-aligned coursework and instructional materials.
 - Provide assignments and academic support designed to enable the student to continue making educational progress.
 - Monitor student participation and progress throughout the interim placement period.
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- Maintain communication with the student and parent/guardian regarding educational expectations and progress.
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Expulsion Process

Notice of Expulsion Review Panel (ERP) Hearing

If a recommendation for expulsion is made and the matter is referred to the Expulsion Review Panel (ERP), BCCHS shall provide written notice of the ERP hearing to the student and parent/guardian and, when applicable, the foster youth educational rights holder. The notice shall be provided **at least ten (10) calendar days before the hearing** and in the parent/guardian's primary language to the extent required by law. Education Code section 48918(b) requires at least 10 calendar days' notice of an expulsion hearing.

The notice shall include:

- The date, time, and location of the hearing;
- The specific facts and charges upon which the recommendation for expulsion is based;
- The applicable disciplinary provisions;
- Notice of the student's due process rights;
- The right to inspect and obtain copies of documents and evidence to be used at the hearing;
- The right to present oral and documentary evidence and witnesses;
- The right to confront and question witnesses who testify at the hearing and to question other evidence presented;
- The right to be represented by legal counsel or a non-attorney adviser at the student's own expense;
- Information regarding interpretation services and reasonable accommodations, when applicable; and
- Information regarding any special procedures applicable to allegations of sexual assault or sexual battery.

These notice and hearing rights are consistent with the requirements identified in Education Code section 48918(b).

Pre-Expulsion Conference

Prior to recommending a student for expulsion, BCCHS shall conduct a pre-expulsion conference with the student and the student's parent/guardian or other person holding educational rights. Interpretation shall be provided, when needed, to facilitate meaningful participation by a parent/guardian whose primary language is not English.

The purpose of the conference is to review the specific alleged offense(s) giving rise to the potential recommendation for expulsion, ensure that the student and parent/guardian understand the basis for the potential recommendation, and provide an opportunity to respond before a recommendation for expulsion is made.

During the pre-expulsion conference, the CEO/Principal or administrative designee shall:

- Review the specific alleged offense(s) forming the basis for the potential recommendation for expulsion;
- Identify the applicable Education Code section(s) and corresponding Charter School policy provision(s) alleged to have been violated;
- Explain the evidence supporting the potential recommendation;
- Provide the student and parent/guardian an opportunity to respond to the allegations, present relevant information, and identify mitigating circumstances; and
- Explain the expulsion process, including the student's due process rights and the procedures that will follow if an expulsion recommendation is made.

For discretionary (non-mandatory) expulsion offenses, the CEO/Principal or administrative designee may recommend expulsion only after determining that one or both of the following apply:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
- Due to the nature of the violation, the student's presence causes a continuing danger to the physical safety of the student or others or a continuing threat of disrupting the educational process.

Upon making the required determination(s), the CEO/Principal or administrative designee shall initiate the Charter School's expulsion procedures. If the determination and recommendation are made by an administrative designee, the designee shall notify the CEO/Principal of the recommendation.

Whenever practicable, the pre-expulsion conference shall occur prior to the student's last day of suspension.

CEO/Principal Review of Expulsion Recommendation

- When an administrative designee recommends a student for expulsion, the CEO/Principal shall review the recommendation and supporting documentation to determine whether sufficient grounds exist to proceed with an Expulsion Review Panel (ERP) hearing.
- If the CEO/Principal concurs with the administrative designee's recommendation, or if the CEO/Principal makes the recommendation for expulsion directly, the matter shall be referred to the Expulsion Review Panel (ERP) for an expulsion hearing.
- If the CEO/Principal determines that the student's suspension should be extended pending the outcome of the expulsion proceedings, BCCHS shall comply with Education Code section 48911(g).
- If the CEO/Principal does not concur with an expulsion recommendation made by an administrative designee, the expulsion process shall not proceed. In that circumstance, the student shall complete any remaining lawful period of suspension, if applicable, and return to the Charter School's educational program.
- Unless impracticable, the CEO/Principal shall make the determination whether to refer the matter to the ERP within three (3) school days following receipt of an expulsion recommendation from an administrative designee. When the CEO/Principal makes the recommendation directly, the matter may proceed to the ERP without a separate CEO/Principal review.

Notice of Extension of Suspension and Recommendation for an Expulsion Review Hearing

Following the CEO/Principal's determination that sufficient grounds exist to recommend expulsion, the Charter School shall provide written notice to the student, parent/guardian and foster youth representatives, if applicable, informing them of the recommendation for expulsion and, when applicable, the extension of the student's suspension pending the expulsion proceedings in accordance with Education Code section 48911(g). Whenever practicable, this notice shall be provided during the pre-expulsion conference. If the notice is not provided at the conference, it shall be delivered by personal delivery or mailed to the parent/guardian's last known address.

The CEO/Principal's determination that sufficient grounds exist to recommend expulsion and refer the matter to the **Expulsion Review Panel (ERP)** initiates the Charter School's expulsion process. The **ERP shall conduct the expulsion hearing within thirty (30) school days** after the date the CEO/Principal determines that the student committed an offense for which expulsion is recommended, unless the student requests in writing that the hearing be postponed or an extension is otherwise authorized by law, consistent with Education Code section 48918(a).

The ERP shall serve as the neutral and impartial hearing panel responsible for conducting the expulsion hearing, receiving evidence, making findings of fact, and determining whether to recommend expulsion to the **Board of Directors of Birmingham Community Charter High School (the "Board")**. The Board shall take final action on any recommendation for expulsion in accordance with the Charter School's expulsion procedures and applicable timelines.

Notice of Expulsion Review Panel Hearing (ERP)

The student and parent/guardian, and the foster youth educational rights holder when applicable, shall receive written notice of the ERP hearing **at least ten (10) calendar days before the hearing**. The notice shall be provided in the parent/guardian's primary language to the extent required by law.

The written notice shall include:

- The date, time, and location of the ERP hearing;
- The specific facts and charges upon which the proposed expulsion is based;
- The applicable disciplinary provisions and Education Code violation(s);
- Notice of the student's due process rights;
- The right to inspect and obtain copies of documents and evidence to be used at the hearing;
- The right to present oral and documentary evidence and witnesses;
- The right to confront and question witnesses who testify and to question other evidence presented;
- The right to be represented by legal counsel or a non-attorney adviser at the student's own expense;
- Information regarding interpretation services and reasonable accommodations, when applicable;
- Information regarding any special procedures applicable to allegations of sexual assault or sexual battery; and
- Notice of any extension of the student's suspension, if applicable.

Whenever practicable, the written notice of the ERP hearing shall be provided during the pre-expulsion conference. If the notice is not provided at the conference, it shall be delivered by personal delivery, electronic correspondence or mailed to the parent/guardian's last known address. In all cases, notice shall be provided at least ten (10) calendar days before the ERP hearing.

Neutral Hearing Officer / Expulsion Review Panel (ERP)

As soon as practicable after a recommendation for expulsion is made and the required notice is provided, the CEO/Principal or administrative designee shall convene an Expulsion Review Panel (ERP) to conduct the expulsion hearing and determine whether to recommend expulsion to the Board of Directors.

The ERP shall consist of at least three (3) impartial certificated persons. ERP members may be BCCHS employees; however, no member shall:

- Be a member of the Board;
- Have participated in the investigation of the incident or the decision to recommend expulsion;
- Present the Charter School's case at the hearing;
- Have a conflict of interest; or
- Have otherwise prejudged the matter.

The ERP shall serve as the neutral and impartial hearing panel and shall independently consider the evidence presented. A recommendation for expulsion may be made only upon a finding that the student committed an expellable offense and that the applicable legal and Charter School requirements for expulsion have been satisfied.

Within three (3) school days following the hearing, the ERP shall determine whether to recommend expulsion to the Board. If expulsion is recommended, the ERP shall prepare findings of fact supporting its recommendation and submit the findings and recommendation to the Board for final action. All findings and recommendations shall be based solely upon the evidence presented at the hearing.

These procedures are intended to provide a fair hearing before a neutral and impartial decision-making body consistent with Education Code section **47605(c)(5)(I)** and applicable federal and state constitutional due process requirements.

Direct Referral to the Board

For offenses for which expulsion is mandatory under Education Code section 48915(c) and (d), the CEO/Principal may refer the recommendation for expulsion directly to the Board without first convening the ERP.

In such circumstances, the Board shall conduct the expulsion hearing and shall provide the student with all notice, hearing, and due process rights otherwise applicable to an expulsion proceeding. Direct referral to the Board does not eliminate or bypass the student's right to an expulsion hearing. The Board shall determine whether the evidence establishes that the student committed the applicable offense and shall take final action in accordance with the Charter School's expulsion procedures and applicable law.

Notice of Expulsion Review Panel (ERP) Hearing

The student's parent/guardian shall be notified within **at least ten (10) calendar days** of the Expulsion Review Panel Hearing. The notice shall include:

- The date, time and location of the Expulsion Review Hearing
- A statement of the specific facts, charges and offenses upon which the expulsion recommendation is based.
- A copy of the Charter School's disciplinary rules or education code which relate to the alleged violation
- Notification of the student or parent guardian to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.

Student Due Process Rights

During the expulsion proceeding, the student shall have the right to:

- The opportunity for the student and/or the parent/guardian to attend the hearing
- Present testimony, evidence, and witnesses.
- Cross-examine adverse witnesses.
- Review evidence presented against them.
- Be represented by legal counsel or another advocate (at the student's expense).
- Receive reasonable accommodation and language support, as needed.
- The right to inspect and obtain copies of all documents to be used at Expulsion Review Panel Hearing.

Expulsion Review Hearing by ERP

Unless postponed for good cause, the ERP conduct a hearing as detailed in the previous section(s) and shall make a recommendation for or against expulsion. Within **three (3) school days** of this hearing, the ERP must make a recommendation to the Charter School Governing Board (the Board) if said decision is in favor of expulsion.

Sexual Assault and Sexual Battery Cases

Allegations of sexual assault or sexual battery shall be promptly referred to the Charter School's **Title IX Coordinator for review and response in accordance with Title IX, applicable federal regulations, and the Charter School's Title IX policy and procedures**. When the alleged conduct falls within the scope of Title IX, the applicable Title IX procedures and supportive measures shall be implemented. The Title IX process is separate from, and may proceed in addition to, the Charter School's student disciplinary and expulsion procedures. The U.S. Department of Education currently enforces the 2020 Title IX regulations following the nationwide vacatur of the 2024 rule.

For expulsion hearings involving allegations of sexual assault or sexual battery, the Charter School shall provide additional protections for the complaining witness consistent with Education Code Section 48918.5, as detailed further below.

Procedures that reduce direct confrontation between the parties when appropriate such as:

- Providing a separate, secure waiting area on-site for the complaining witness away from the accused student, parent/guardians and witnesses.
- Permitting the complaining witness to have a non-threatening support person or advocate (at the student's expense) present during their testimony.
- Implement measures to reduce direct conflict between the parties which may include the use of a physical partition, closed-circuit video streaming, or alternative presentation of testimony where permitted by law while preserving the accused student's due process rights.
- Measures that preserve both witness protections and the accused student's due process rights.

Board Action on Expulsion Recommendations

The **Board of Directors of Birmingham Community Charter High School (the "Board")** serves as the Charter School's final decision-making authority regarding expulsion. The Board's role depends on whether the expulsion hearing is conducted by the **Expulsion Review Panel (ERP)** or whether the matter is referred directly to the Board by the CEO/Principal.

If the Expulsion Review Panel Conducts the Hearing:

- The CEO/Principal refers the recommendation for expulsion to the **ERP**.
- The **ERP conducts the expulsion hearing** and serves as the neutral hearing body.
- Within three (3) school days following the hearing:
 - If the ERP **does not recommend expulsion**, the expulsion proceedings shall terminate.
 - If the ERP **recommends expulsion**, the ERP shall prepare written findings of fact and submit its recommendation to the Board for final action.
- When reviewing an ERP recommendation for expulsion, the Board shall:
 - Review the ERP's written findings of fact and recommendation;
 - Review the record and evidence supporting the ERP's recommendation;
 - Determine whether the findings and recommendation are supported by the evidence and satisfy the applicable requirements for expulsion; and
 - Take final action to **accept or reject the recommendation for expulsion**.

If the CEO/Principal Refers the Matter Directly to the Board

- When the CEO/Principal bypasses the ERP process and refers the recommendation for expulsion directly to the Board, the **Board shall conduct the expulsion hearing**.
- This is the circumstance in which the Board serves as the **initial hearing body**.
- The Board shall:
 - Receive and consider the evidence and testimony presented at the hearing;
 - Ensure that the student receives all applicable notice and due process rights;
 - Determine whether the student committed the alleged expellable offense(s);
 - Make the findings required by applicable law and Charter School policy; and
 - Determine whether expulsion is warranted.

Final Decision

- Regardless of whether the hearing is conducted by the ERP or directly by the Board, **final action to expel a student shall be taken by the Board**.
- When the ERP conducts the hearing, the Board acts on the ERP's recommendation.
- When the ERP is bypassed, the Board conducts the hearing and makes the final expulsion decision.

Hearing Procedures

When the Board Conducts the Expulsion Hearing

- When the CEO/Principal refers an expulsion recommendation directly to the **Board of Directors of Birmingham Community Charter High School (the “Board”)** without an ERP hearing, the Board shall serve as the initial hearing body. The same due process protections and hearing procedures applicable to an ERP-conducted expulsion hearing shall apply.

Key Points

- The student and parent/guardian shall receive the required written notice of the hearing and alleged offense(s).
- The Board shall consider the matter fairly and impartially and shall not prejudice the outcome.
- The student shall have the right to:
 - Review the evidence supporting the recommendation for expulsion;
 - Present oral and documentary evidence and witnesses;
 - Confront and question adverse witnesses, subject to applicable law;
 - Be represented by legal counsel or a non-attorney adviser at the student’s own expense; and
 - Receive interpretation services and reasonable accommodations, when applicable.
- Individuals who participated in the investigation, recommendation for expulsion, or presentation of the Charter School’s case shall not participate as decision-makers in the hearing.
- Expulsion hearings shall be conducted in closed session unless the parent/guardian or eligible student requests an open session, as permitted by law.
- The Board shall base its findings and decision on the evidence presented during the hearing and shall make all findings required by applicable law and Charter School policy.
- Following deliberation, the Board shall take final action regarding whether the student will be expelled.
- The student and parent/guardian shall receive written notice of the final decision and applicable findings, conditions for readmission, and other information required by the Charter School’s expulsion procedures.

When the ERP has already conducted the expulsion hearing and recommends expulsion, the Board shall review and act upon the ERP’s findings and recommendation as described in the preceding section; the Board shall not conduct a second hearing solely because the ERP recommended expulsion.

Notice of Expulsion

Following the decision of the Board to expel a student, the CEO/Principal or administrative designee shall send written notice of the decision to expel including the Board’s adopted findings of fact to the parent/guardian. Said written notice shall occur within **ten (10) school days** of the Governing Board’s decision unless otherwise impracticable. This notice shall include:

- Notice of the specific offense(s) committed by the student
- Any additional findings for a discretionary or non-mandatory expulsion
- The date the student will be eligible for readmission
- The rehabilitation plan and conditions for readmission
- Notice of the educational alternative placement available to the student during the period of expulsion
- Notice of the student and parent/guardian’s obligation to inform any new district or school in which the student seeks to enroll of their expulsion status at Birmingham.
- Notice of right to appeal Governing Board’s decision.

Appeals Process

A student or parent/guardian may appeal an expulsion decision made by the Board by:

- Submitting a written appeal to the Governing Board within **fifteen (15) calendar days** of receiving the expulsion decision.

Upon receipt of a timely written appeal, the Board shall:

- Convene an Expulsion Appeal Panel (EAP) within **ten (10) school days** of receiving the written request for an appeal from the parent/guardian.
- Appoint an EAP comprised of three members who were not involved in the investigation, recommendation, hearing, or original expulsion decision.
- The panel members must be administrators or other certificated staff from other public schools or public charter schools.
- Allow the student and parent/guardian to attend the EAP hearing to present the student's appeal.

The EAP's decision will be limited to the following questions:

- Whether the prescribed timeline was followed
- Whether there was a fair hearing before the ERP or the Board in the case of a direct referral
- Whether any relevant and permissible evidence was improperly excluded at the hearing before the Board

Within **five (5) school days** of the appeal hearing, the EAP shall:

- Affirm the decision.
or
- Reverse the decision.

During the pendency of the appeal hearing, the student shall be considered suspended from school.

The **CEO/Principal or administrative designee shall provide written notice of the EAP's decision to the student and parent/guardian and, when applicable, the foster youth educational rights holder.** The written notice shall:

- State whether the expulsion decision was affirmed or reversed;
- Provide the effective date of the decision;
- Identify any actions required as a result of the decision; and
- Provide information regarding the student's return to BCCHS or another applicable educational placement, as appropriate.

Notice may be provided by **personal delivery, electronic communication to the contact information on file, or mail to the parent/guardian's last known address.** Interpretation or translated notice shall be provided when required to ensure meaningful communication with the parent/guardian.

The EAP's decision shall constitute the **final decision under the Charter School's internal expulsion appeal process.**

Notice to the District of Residence

- The CEO/Principal or administrative designee shall send a copy of the written notice of the decision to expel to the student's district of residence.
- For students residing in LAUSD, the written notice of the decision to expel shall be provided to the Charter Schools Division and the Discipline Unit.

Post-Expulsion Support

Following expulsion, the Charter School shall support students and families by:

- Providing information regarding available educational alternatives.
- Referring families to county community schools, continuation schools, independent study programs, or other educational options, as appropriate.
- Assisting families, when feasible, with accessing educational services to support continued academic progress.

Record of Proceedings

The Charter School shall:

- Maintain records of all expulsion proceedings.
- Retain notices, evidence, findings, recordings or transcripts, and final decisions.
- Make records available to the student and parent/guardian upon request, consistent with applicable law.

Conclusion

The Charter School's expulsion procedures provide a fair, transparent, and legally compliant process that safeguards student due process rights while maintaining a safe educational environment. Through clear notice requirements, impartial decision-making, meaningful educational access during proceedings, and post-expulsion transition support, the Charter School ensures that disciplinary actions are administered in the best interests of students and the school community.

8. Rehabilitation Plans, Reinstatement, and Readmission Procedures

The Charter School recognizes that expulsion should serve both as a disciplinary consequence and an opportunity for student growth and rehabilitation. Consistent with California Education Code and best practices, the Charter School shall develop individualized rehabilitation plans designed to address the behaviors that led to expulsion while supporting students in making meaningful progress toward successful reentry into an educational setting. Rehabilitation plans shall be tailored to the student's specific circumstances, needs, and behavioral history and shall promote accountability, reflection, and positive behavioral change.

Key Components

1. Rehabilitation Plan Development

When a student is expelled, the Charter School shall develop a rehabilitation plan that may include one or more of the following:

- Individual behavioral goals and expectations.
- Counseling, mental health, or intervention services.
- Substance abuse education, treatment, or counseling, when appropriate.
- Anger management, conflict resolution, or restorative practices when appropriate.
- Community service or other restorative activities.
- Academic progress expectations.
- Regular attendance requirements.
- Compliance with school rules and applicable laws.
- Any other conditions reasonably related to the misconduct and the student's educational needs.

2. Determination of the Expulsion Term

The term of expulsion shall be determined on a case-by-case basis and will consider:

- The nature and severity of the offense.
- The student's disciplinary history.
- The student's age and grade level.
- The student's individual circumstances.
- Safety considerations for the school community.
- The likelihood of successful rehabilitation.

The Charter School may establish a fixed term of expulsion not to exceed **one calendar year** and identify specific rehabilitation requirements that must be completed prior to consideration for readmission.

3. Monitoring and Documentation

The CEO/Principal or administrative designee assigned to the student's expulsion and readmission process shall be responsible for monitoring the student's rehabilitation plan, maintaining documentation of progress, and verifying completion of required conditions prior to consideration for readmission. The Charter School shall maintain documentation related to the student's rehabilitation plan and any evidence demonstrating completion of required conditions

Key Points

The assigned administrator shall:

- Monitor the student's progress toward completion of the rehabilitation plan;
- Maintain documentation submitted by the student, parent/guardian, service providers, or educational program;
- Communicate with the student and parent/guardian regarding outstanding requirements, as needed; and
- Verify completion of the rehabilitation plan before the student is considered for readmission.

Examples of acceptable documentation may include:

- Certificates of completion.
- Counseling verification forms.
- Academic records.
- Attendance records.
- Letters from service providers.
- Other evidence that demonstrates compliance with rehabilitation requirements.

4. Reinstatement Following Completion of Expulsion

Upon completion of the expulsion term, the Charter School shall review the student's rehabilitation progress and determine whether the student has successfully met the conditions of the rehabilitation plan.

The reinstatement process shall include:

- A readmission meeting with the student, parent/guardian and CEO/Principal or designee
- Review of rehabilitation plan completion.
- Verification of required documentation.
- Consideration of the student's educational progress and conduct during the expulsion period.
- Written notification to the student and parent/guardian regarding the reinstatement determination.

If reinstatement is granted, the Charter School shall promptly clear the active expulsion order from the student's record and update all applicable records to reflect the student's reinstated status.

5. Readmission to the Charter School

Following reinstatement, a student may request readmission to the Charter School.

- The readmission review process may include consideration of:
 - Information discussed during the readmission meeting held by an administrative designee with the student and parent/guardian
 - Successful completion of the rehabilitation plan.
 - Evidence of positive behavioral growth.
 - Academic engagement during the expulsion period.
 - Attendance and participation in educational programming.
 - Any information relevant to the student's readiness to return to the Charter School.

The Charter School shall provide written notice of the readmission decision to the student and parent/guardian within a reasonable timeframe following submission of all required documentation. Nothing in this section shall prohibit the Charter School from establishing reasonable enrollment procedures applicable to all students, provided such procedures are consistent with applicable law.

6. Educational Transition Support

To support successful reintegration, the Charter School may provide:

- Academic counseling and course placement assistance.
- Behavioral and social-emotional supports.
- Referrals to school-based or community-based services.
- Ongoing progress monitoring during the transition period.

Conclusion

The Charter School's rehabilitation, reinstatement, and readmission procedures are designed to promote student accountability, personal growth, and continued educational opportunity. Through individualized rehabilitation plans, clear expectations, and a structured review process, the Charter School seeks to ensure that students have a meaningful pathway toward successful reentry into the educational community while maintaining a safe and positive learning environment for all students.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

1. Certificated Staff Members – Retirement System Participation

Birmingham Community Charter High School is committed to ensuring that all certificated employees are provided with appropriate retirement benefits in full compliance with applicable state laws and regulations. The Charter School participates in the **California State Teachers’ Retirement System (CalSTRS)** for all eligible certificated positions and adheres to all statutory requirements related to enrollment, contributions, reporting, and ongoing compliance.

The school maintains clear internal procedures and assigns responsibility to designated staff to ensure that retirement system participation is accurately administered and sustained over time. These systems are designed to support fiscal integrity, regulatory compliance, and the long-term financial security of employees.

Key Points

1. Retirement System Participation

- All certificated employees shall participate in the **California State Teachers’ Retirement System (CalSTRS)**, in accordance with applicable law
- Certificated employees who were previously classified employees and members of the **California Public Employees’ Retirement System (CalPERS)**:
 - Shall be provided the option to:
 - Remain in CalPERS, or
 - Elect membership in CalSTRS
 - Such elections shall be made in accordance with CalSTRS and CalPERS rules and regulations

2. Responsible Positions

The Charter School designates the following positions to ensure proper implementation and oversight:

- **Human Resources Director**
 - Oversees employee classification and eligibility
 - Ensures proper enrollment in the appropriate retirement system
 - Provides guidance to employees regarding retirement options
- **Payroll Specialist**
 - Ensures accurate payroll deductions and employer contributions
 - Maintains compliance with reporting requirements
 - Coordinates submission of required documentation to CalSTRS and/or CalPERS

Together, these roles ensure that all retirement-related obligations are **accurately established, monitored, and maintained**.

3. Compliance and Ongoing Administration

- The Charter School shall:
 - Ensure timely and accurate **reporting of contributions and employee data**
 - Maintain compliance with all **state laws, regulations, and system requirements**
 - Participate in audits or reviews conducted by CalSTRS or CalPERS as required
 - Maintain internal controls to ensure accuracy and accountability in retirement system administration

4. Acknowledgment of Ongoing Participation Requirement

The Charter School acknowledges and affirms that:

- It shall **maintain participation in the applicable public retirement system(s)** for certificated employees
- Such participation shall continue for the **duration of the charter term**
- Participation shall be maintained under the same **California Department of Education County-District-School (CDS) code**

Conclusion

Birmingham Community Charter High School's retirement system policies for certificated staff reflect a strong commitment to legal compliance, fiscal responsibility, and employee support. Through participation in CalSTRS (and, where applicable, CalPERS), along with clearly defined administrative roles and procedures, the Charter School ensures that all certificated employees receive appropriate retirement benefits. These practices promote long-term stability for staff while ensuring full alignment with state requirements for the duration of the charter.

Classified Staff Members

2. Classified Staff Members - Retirement System Participation

Birmingham Community Charter High School is committed to providing classified employees with appropriate retirement benefits in full compliance with California law. All eligible classified staff participate in the **California Public Employees' Retirement System (CalPERS)**, ensuring access to a stable, state-administered retirement program. The Charter School maintains clear administrative structures and internal controls to ensure that enrollment, contributions, and reporting obligations are consistently met. Oversight by designated personnel ensures ongoing compliance and accurate administration of retirement benefits for all eligible classified employees.

Key Points

1. Retirement System Participation

- All classified employees shall participate in **California Public Employees' Retirement System (CalPERS)**, in accordance with applicable law
- Exceptions may apply only to positions identified separately (e.g., limited-term, part-time, or otherwise exempt positions as permitted by law)

2. Responsible Positions

The Charter School designates the following positions to ensure proper implementation and ongoing compliance:

- **Human Resources Director**
 - Determines employee classification and CalPERS eligibility
 - Oversees enrollment and onboarding processes
 - Provides guidance to employees regarding retirement participation
- **Payroll Specialist**
 - Ensures accurate payroll deductions and employer contributions
 - Maintains compliance with CalPERS reporting requirements
 - Submits required documentation and data to CalPERS in a timely manner

These positions work collaboratively to ensure that all retirement system obligations are **accurately implemented and sustained**.

3. Compliance and Ongoing Administration

- The Charter School shall:
 - Ensure timely and accurate **reporting of employee data and contributions** to CalPERS
 - Maintain compliance with all **applicable state laws, regulations, and CalPERS requirements**
 - Participate in audits or reviews conducted by CalPERS, as required
 - Maintain internal controls to ensure accountability and accuracy in retirement system administration

4. Acknowledgment of Ongoing Participation Requirement

The Charter School acknowledges and affirms that:

- It shall **maintain participation in CalPERS** for all eligible classified employees
- Participation shall continue for the **duration of the charter school's existence**
- Participation shall be maintained under the same **California Department of Education County-District-School (CDS) code**

Conclusion

Birmingham Community Charter High School's participation in CalPERS for classified employees reflects a strong commitment to employee benefits, fiscal responsibility, and regulatory compliance. Through clearly defined roles, consistent administrative practices, and adherence to state requirements, the Charter School ensures that all eligible classified employees receive appropriate retirement benefits. This structured approach supports both the long-term financial security of employees and the ongoing operational integrity of the school.

3. Other Staff Positions – Retirement System Participation (PARS and Applicable Systems)

Birmingham Community Charter High School provides appropriate retirement benefits for staff positions not otherwise covered under certificated or classified retirement systems. For eligible temporary, seasonal, or limited-

service employees—such as lifeguards and walk-on coaches—the Charter School participates in Public Agency Retirement Services (PARS), in accordance with applicable policies and regulations.

This approach ensures that all employees have access to a retirement benefit structure appropriate to their employment classification, while maintaining compliance with state and federal requirements. The Charter School also recognizes that some employees may qualify for participation in other public retirement systems through concurrent employment and provides flexibility consistent with governing laws and regulations.

Key Points

1. Retirement System Participation

- **Lifeguards and walk-on coaches** shall participate in **Public Agency Retirement Services (PARS)**, in accordance with applicable policies
- These positions are typically:
 - Temporary, seasonal, or part-time in nature
 - Not otherwise eligible for CalSTRS or CalPERS participation through the Charter School
- **Concurrent Employment Consideration**
 - If a walk-on coach or similarly situated employee is eligible for:
 - California State Teachers' Retirement System (CalSTRS) or
 - California Public Employees' Retirement System (CalPERS)
 - Through employment with another public educational agency, the individual may elect to participate in the applicable system in lieu of PARS, consistent with governing regulations

2. Responsible Positions

The Charter School designates the following positions to ensure proper administration:

- **Human Resources Director**
 - Determines employee classification and retirement eligibility
 - Oversees enrollment processes and ensures appropriate system placement
 - Provides guidance to employees regarding available retirement options
- **Payroll Specialist**
 - Ensures accurate processing of contributions and deductions
 - Maintains compliance with reporting requirements
 - Coordinates submission of required documentation to PARS or other applicable systems

These roles ensure that all retirement arrangements are **accurately established, monitored, and sustained over time**.

3. Compliance and Administration

- The Charter School shall:
 - Ensure compliance with all **applicable laws, regulations, and retirement system requirements**
 - Maintain accurate records of employee participation and contributions
 - Participate in audits or reviews as required by PARS or other applicable agencies
 - Maintain internal controls to ensure proper classification and reporting

4. Alignment with Other Retirement Systems

- The Charter School ensures that:
 - Employees are placed in the **appropriate retirement system based on eligibility and position classification**
 - No employee is improperly excluded from a retirement system for which they are legally eligible

- Retirement system participation is coordinated appropriately in cases of **concurrent public employment**

Birmingham Community Charter High School's participation in PARS for designated staff positions reflects a commitment to **equitable employee benefits, regulatory compliance, and sound fiscal management**. By clearly defining eligibility, providing flexibility for employees with concurrent public employment, and assigning responsibility to key administrative staff, the Charter School ensures that all retirement system obligations are properly implemented and maintained. This structured approach supports both the operational integrity of the school and the financial well-being of its employees.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Public School Attendance Alternatives

Ed. Code § 47605(c)(5)(L)

BCCHS recognizes that parents/guardians have the right to choose among a variety of public educational options for their students. The Charter School is committed to ensuring that families are informed of available public school attendance alternatives and are provided with accurate and accessible information regarding educational options within the Los Angeles Unified School District (“LAUSD”) and surrounding public school systems.

BCCHS informs parents and students of public school attendance alternatives through enrollment materials, parent meetings, the school website, counseling services, and ongoing communication throughout the enrollment and registration process. Families are informed that students may attend other traditional public schools, magnet programs, pilot schools, affiliated charters, independent charter schools, continuation schools, adult transition programs, and other district-operated educational options consistent with applicable law and district policies. The Charter School also informs families of school attendance alternatives through counseling and articulation activities designed to support informed educational decision-making and student placement.

Key Components

- Families are informed of public-school attendance alternatives during the enrollment, registration and data confirmation process.
- Information regarding attendance alternatives is provided through:
 - The BCCHS website;
 - Enrollment and admissions materials;
 - Parent orientation meetings;
 - Counseling and student support services;
 - Individual parent conferences when applicable.
- Parents/guardians are informed that educational alternatives may include:
 - Traditional LAUSD schools;
 - Magnet programs;
 - Pilot schools;
 - Affiliated and independent charter schools;

- Continuation schools;
 - Alternative education programs;
 - Independent study options;
 - Online learning programs.
 - Specialized district programs and academies.
 - Families are informed of attendance area schools and residency requirements through the LAUSD Resident School Identifier system.
 - Counseling staff and administrative personnel are available to assist families in understanding available educational options and enrollment procedures.
 - Information is provided in English and Spanish, with additional language support provided when feasible to ensure meaningful access for families with limited English proficiency.
 - Families seeking alternative placement options are provided referrals or guidance, as appropriate, regarding district enrollment resources and procedures.
-

Conclusion

BCCHS is committed to maintaining transparent and accessible communication with families regarding public school attendance alternatives. Through enrollment communications, counseling support, parent outreach, and multilingual informational resources, the Charter School ensures that parents and students are informed of available public educational options and are able to make informed decisions regarding their educational placement and enrollment choices.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Birmingham Community Charter High School
17000 Haynes Street
Van Nuys, CA 91406

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Birmingham Community Charter High School
17000 Haynes Street
Van Nuys, CA 91406

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a) File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b) Make final federal tax payments (employee taxes, etc.)
- c) Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Charter School Closure Procedures

Closure Agents

In the event of closure, the following positions shall serve as the Charter School's closure agents and shall be responsible for overseeing and coordinating closure activities:

- Executive Director
- Chief Business Officer ("CBO") / Business Services Administrator
- Governing Board President
- Director of Operations and Compliance, or designee

The Charter School may designate additional administrative personnel, legal counsel, accountants, consultants, or other representatives as necessary to support closure-related responsibilities and ensure compliance with applicable legal and fiscal obligations.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able

to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Birmingham Community Charter High School (also referred to herein and publicly known as “BCCHS”, “Charter School”, “Birmingham High School” and “Birmingham”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective

English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) for purposes of special education and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual

and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 14. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned

and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to

school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall ensure compliance with all requirements of Education Code sections 44830.1, 45125.1, and 45125.2. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be

examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of

Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.) Charter school shall provide LGBTQ+ competency training annually, from 2025-26 through 2029-30, as specified in Education Code section 218.3.

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the *Crawford* court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and

outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of Education Code sections 48850, et seq., 48915.5, 49069.5, and 51225.1, et seq., as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and

as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”
(Ed. Code § 47605(c)(5)(I).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

A petition to establish a charter school shall contain, in addition to the reasonably comprehensive description of the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason and the explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are required by Section 47605, a statement that the suspension procedures will include both of the following requirements:

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian.

If a homework assignment is requested and turned into the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class.

(Ed. Code § 47606.2.)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP

- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 10 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(J).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 14 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 11 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(K).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 12 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(L).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 13 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(M).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 13.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The

Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Birmingham Community Charter High School
17000 Haynes Street
Van Nuys, CA 91406

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation

proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Birmingham Community Charter High School
17000 Haynes Street
Van Nuys, CA 91406

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date

on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 14 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(N).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education

determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 10 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 14 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 14. The District therefore reserves the

right to seek equitable relief to enforce any right arising under this Element 14 or any provision of this Element 14 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety,

and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement

and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school.

Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 13.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members,

officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to

cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

3. Student Body Funds

4.

5. Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

6.

Annual and Independent Financial and Compliance Audit

Charter School shall provide for an annual and independent financial and compliance audit that shall be conducted in accordance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(m) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

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9. Audit and Inspection of Records

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Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and

requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)