

Birmingham Community Charter High School

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Bill Parks, Principal

Principal, Birmingham Community Charter High School

About Our School

Welcome to the Birmingham Community Charter High School! We are a public, independent conversion charter high school located in the heart of the San Fernando Valley. BCCHS offers a four-year program with a full array of courses that meet core state standards and A-G requirements. We offer AP course offerings, dual-credit college classes, and various academic and CTE electives.

As a charter school we pride ourselves on having increased autonomy and governance. This allows our student, faculty and staff stakeholders to perform at optimal levels. Subsequently, all of our stakeholders, including parents and community members, are more actively involved in decision-making for all aspects of our school's operations and programs.

We are pleased to announce some of our most recent accomplishments:

- 90% Graduation and 94% Attendance rates recorded for the 2014-2015 school year.
- Enrollment increased to a total of over 3,200 students in the 2014-15 school year.
- "Readers Choice Best Charter High School" received by the Daily News for the past five years.
- Block schedule implemented with alternating Blue and Gold days to accommodate our growing list of programs.
- Optional Zero and Ninth period classes scheduled for students who participate in performing arts, sports, and other activities.
- Credit recovery opportunities offered throughout the school year.
- Free tutoring provided by and staffed by BCCHS faculty both before and after school.

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

- School of Advanced Studies (SAS) offers dual-credit college courses for our most advanced students seeking rigorous academic challenges in grades 9-12. Over 400 students are enrolled in the program. At any one time during the school term, 6-10 college classes are offered in partnership with Valley College and Pierce College.
- Annual Summer School program provided.
- Birmingham Summer @ College permits students to apply and receive scholarships to attend summer college programs for high school students at various California public and private universities.
- Freshman Transition Program provided for incoming students for the past two summers.
- Publishing experience provided to students with our award-winning yearbook The Essence and our on-line student news site The Patriot Post. Also, yearbook staff has attended the Jostens Yearbook Workshop for the past two years.

- Extra-curricular activities include Band, Choir, Theater, special-interest Clubs, and Leadership at the grade, SLC, and school-wide levels.
 - Our Sports program, the largest in the city of Los Angeles, boasts outstanding facilities including a swimming pool, a 10,000-seat stadium, an Olympic tartan track, a lighted baseball field, a dedicated softball field, and two Olympic-sized soccer fields.
 - Our International Student Program brings exchange students to the campus from as many as 12 countries. Our students gain first-hand experience of interact with young people from around the world.
 - An outstanding Culinary Arts program with a state-of-the-art classroom including four stovetop-oven workstations, a double convection oven, a pizza oven, and other equipment of a professional kitchen.
 - Digital Media CTE career pathway offers classes in Digital Imaging and Motion Graphics. Additional courses will be introduced next year.
 - New career pathway classes include Engineering, Sports Medicine, Horticulture, and Computer Science.
- We can offer all of our programs with the support of our dedicated faculty and staff who all work diligently to provide a fantastic education for every student. All of this activity is provided in a Title 1 high school that is located on a beautiful, safe, clean, and secure campus!

Patriot Pride means being part of our growing and successful educational community! Anyone may visit our beautiful campus and/or our programs by arranging an appointment!

Respectfully yours,
Bill Parks
CEO/Principal
818-758-5200

Please Note: Due to tremendous demand, BCCHS holds an annual ENROLLMENT LOTTERY for those students who do not live in Birmingham's immediate attendance area. It is imperative that families who do not live in our attendance area and are interested in enrolling new students at BCCHS for the 2016-2017 school year visit the Admissions & Records Office IMMEDIATELY in order to complete the Open Enrollment paperwork required for inclusion in the lottery process. The Admissions & Records Office is open on school days from 8:00am – 4:00pm

Contact

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

*Phone: 818-758-5200
E-mail: b.parks@birminghamcharter.com*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	

School Contact Information - Most Recent Year	
School Name	Birmingham Community Charter High School
Street	17000 Haynes Street
City, State, Zip	Lake Balboa, Ca, 91406-5420
Phone Number	818-758-5200
Principal	Bill Parks, Principal
E-mail Address	b.parks@birminghamcharter.com
Web Site	www.birminghamcharter.com
County-District-School (CDS) Code	19647331931047

Last updated: 1/28/2016

School Description and Mission Statement - Most Recent Year

Birmingham Community Charter High School serves students in grades 9-12. Our student body in 2014-2015 is ethnically, racially, linguistically, culturally, and economically diverse.

BCCHS stakeholders collaborate to create an academically-challenging, personalized, and supportive environment that prepares individual students to pursue their post high school academic and career goals.

BCCHS' goal is to support our students to become self-motivated, competent, lifelong learners by reaching quantitative goals in the areas of improved literacy & numeracy. They develop enhanced skills in analyzing, synthesizing, drawing conclusions, accessing information, determining credibility, evaluating information, problem-solving, and using critical and creative thinking. We design and implement systems to help our students develop resiliency and internal gratification mechanisms which assist in addressing the needs of all students, including special populations of underachieving, gifted children, English Learners, foster youth, homeless youth, economically-disadvantaged students and those students facing other barriers to educational achievement.

The mission of BCCHS is to prepare students for college and careers with a comprehensive educational program that provides an innovative learning experience.

BCCHS believes:

- all students can learn
- all students have different learning styles
- learning builds on the diverse experiences of every student
- all stakeholders - students, families, and staff - affect student achievement.

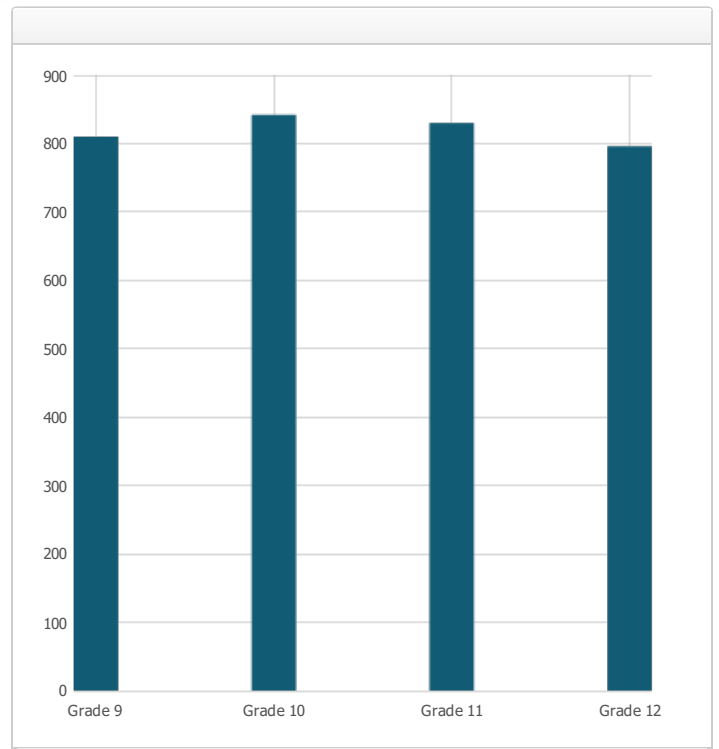
For a detailed description of our 2014-2015 achievements and our numerous programs, please see the Principal's Message at the beginning of this SARC.

Please Note: Due to tremendous demand, BCCHS holds an annual ENROLLMENT LOTTERY for those students who do not live in Birmingham's immediate attendance area. It is imperative that families who do not live in our attendance area and are interested in enrolling new students at BCCHS for the 2016-2017 school year visit the Admissions & Records Office IMMEDIATELY in order to complete the Open Enrollment paperwork required for inclusion in the lottery process. The Admissions & Records Office is open on school days from 8:00am – 4:00pm.

Last updated: 2/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	810
Grade 10	842
Grade 11	830
Grade 12	796
Total Enrollment	3278



Last updated: 2/19/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.5 %
American Indian or Alaska Native	0.3 %
Asian	1.6 %
Filipino	2.3 %
Hispanic or Latino	81.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	8.0 %
Two or More Races	0.7 %
Socioeconomically Disadvantaged	86.1 %
English Learners	12.6 %
Students with Disabilities	12.2 %
Foster Youth	0.8 %

Last updated: 2/2/2016

A. Conditions of Learning

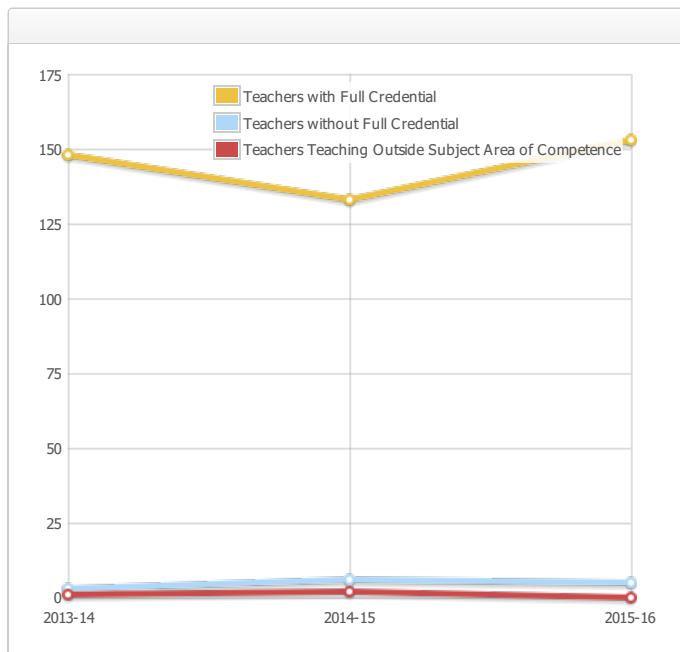
State Priority: Basic

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

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

Teacher Credentials

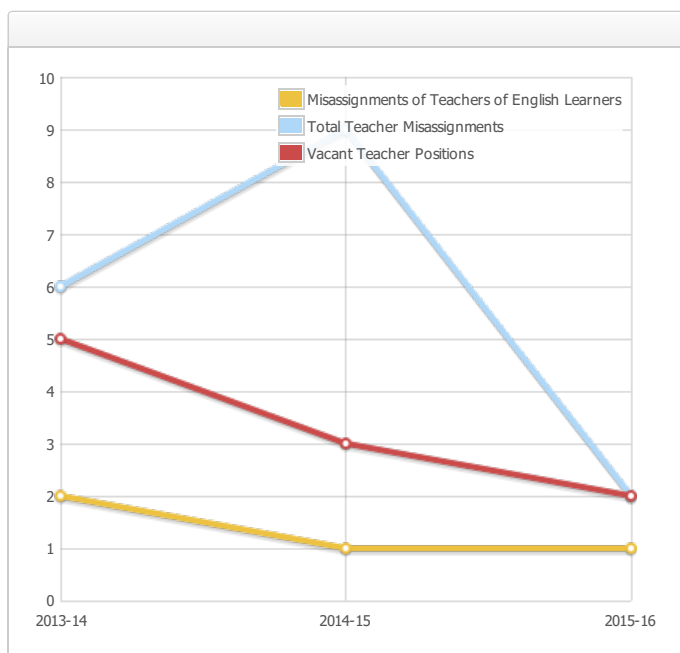
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	148	133	153	
Without Full Credential	3	6	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	0	



Last updated: 2/25/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments*	6	9	2
Vacant Teacher Positions	5	3	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/25/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.0%	4.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9: <i>Prentice Hall Literature Timeless Voices, Timeless Themes (Gold Level)</i> *English 9: <i>Reader</i> *Honors English 9: <i>Reader</i> English 9: <i>Edge Level C</i></p> <p>English 10: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes (Platinum Level)</i> *English 10: <i>Reader</i></p> <p>English 11: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes (The American Experience)</i> *English 11: <i>Reader</i></p> <p>AP English Language: <i>Bedford's Language of Composition</i> *English 12: <i>Reader</i> ERWC 12: <i>Fifty Essays</i> *AP Lit Reader AP English Literature: <i>Perrine's Literature, Structure and Sound</i></p> <p>*Adopted by BCCHS School Board for 2015-2016 School Year</p>	Yes	0.0 %
Mathematics	<p>Algebra 1: <i>Concepts, Skills, and Problem Solving</i> Algebra 2: <i>Algebra and Trigonometry: Structure and Method, Book 2</i> Geometry: <i>Geometry: Concepts and Applications</i> *Statistics: <i>Statistics Through Applications</i></p> <p>Trigonometry/Math Analysis: <i>Precalculus: Enhanced with Graphing Utilities</i> **AP Calculus: <i>Calculus *AP Edition</i> AP Statistics: <i>Stats Modeling the World</i> Discrete Math: <i>For All Practical Purposes</i> *Pre-Algebra: <i>Pre-Algebra: CK12</i></p> <p>*Adopted by BCCHS School Board for 2015-2016 School Year **Adopted by BCCHS School Board prior to 2015-2016 School Year</p>	Yes	0.0 %
Science	<p>Biology: <i>Biology</i> Chemistry: <i>Chemistry</i> *Physics: <i>Physics: Principles and Problems</i></p>	Yes	0.0 %

	<p>AP Chemistry: <i>Chemistry *AP Edition</i> AP Environmental Science: <i>Living in the Environment</i> **AP Physics: <i>Physics</i></p> <p>Physical Geology: <i>Earth Science</i></p> <p>Physiology: <i>Essentials of Human Anatomy and Physiology</i> *Adopted by BCCHS School Board for 2015-2016 School Year</p> <p>**Adopted by BCCHS School Board prior to 2015-2016 School Year</p>		
History-Social Science	<p>AP Human Geography: People, Place, and Culture World History: Modern Times</p> <p>AP European History: A History of Western Society Since 1300</p> <p>U.S. History: The American Vision: Modern Times *AP U.S. History: America's History</p> <p>Government: Magruder's American Government AP Government: The United States Government (same text w/updated title)</p> <p>AP Psychology: Psychology: Themes and Variations (*AP Edition)</p> <p>Economics: Principles and Practices</p> <p>*Adopted by BCCHS School Board for 2015-2016 School Year</p>	Yes	0.0 %
Foreign Language	<p>*Spanish 1: <i>Avanceemos! Level 1</i> *Spanish 2: <i>Avanceemos! Level 2</i> *Spanish 3: <i>Avanceemos! Level 3</i></p> <p>AP Spanish Literature: <i>Abriendo Puertas</i> AP Spanish Language: <i>Tesoro Literario</i></p> <p>French 1: <i>Discovering French! Level 1</i> French 2: <i>Discovering French! Level 2</i> French 3: <i>Discovering French! Level 3</i></p> <p>*Adopted by BCCHS School Board for 2015-2016 School Year</p>	Yes	0.0 %
Health	<p>Health: <i>Lifetime Health</i></p>	Yes	0.0 %
Visual and Performing Arts	<p>*AP Art History: <i>Gardner's Art Through the Ages: A Global History</i> *Ceramics: <i>Experiencing Clay</i> *Filmmaking: <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i> *Photography: <i>Focus on Photography</i></p> <p>*Adopted by BCCHS School Board for 2015-2016 School Year</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)		Yes	0.0 %

Last updated: 2/22/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The BCCHS campus is annually recognized as being one of the cleanest and most aesthetically pleasing facilities in the San Fernando Valley. BCCHS operates at a 60-year-old facility that has multiple classrooms, assembly areas, and office building and is formerly recognized as Birmingham High School of Los Angeles Unified School District. BCCHS campus is spread across 76 acres that include one major and two additional quads. There are multiple green spaces with outdoor seating for meals and outdoor class activities. A prioritization of repairs and maintenance is completed at an approximate investment of \$1 million per year. Over the past two years, BCCHS has invested in improvements in our technology infrastructure for both wireless and local area networks and computers in order to meet the new requirements of state-mandated testing.

Last updated: 2/22/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: February 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Using the Facility Inspection Tool (FIT), 100% of this system is in good repair.
Interior: Interior Surfaces	Fair	Using the Facility Inspection Tool (FIT), 81.4% of this system was in good repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Using the Facility Inspection Tool (FIT), 99.1% of this system was in good repair.
Electrical: Electrical	Good	Using the Facility Inspection Tool (FIT), 94.7% of this system was in good repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Using the Facility Inspection Tool (FIT), 100% of this system is in good repair.
Safety: Fire Safety, Hazardous Materials	Good	Using the Facility Inspection Tool (FIT), 99.1% of this system was in good repair.
Structural: Structural Damage, Roofs	Good	Using the Facility Inspection Tool (FIT), 99.6% of this system was in good repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Using the Facility Inspection Tool (FIT), 99.6% of this system was in good repair.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: February 2016

Overall Rating	Good
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Last updated: 2/11/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	13.0%	25.0%	33.0%

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

Last updated: 2/2/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	779	748	96.0%	24.0%	34.0%	31.0%	11.0%
Male	--	403	--	27.0%	33.0%	30.0%	9.0%
Female	--	345	--	20.0%	35.0%	32.0%	14.0%
Black or African American	--	43	--	40.0%	33.0%	26.0%	2.0%
American Indian or Alaska Native	--	4	--	--	--	--	--
Asian	--	11	--	36.0%	9.0%	18.0%	36.0%
Filipino	--	26	--	8.0%	31.0%	38.0%	23.0%
Hispanic or Latino	--	--	600.0%	24.0%	35.0%	31.0%	10.0%
Native Hawaiian or Pacific Islander	--	1	--	--	--	--	--
White	--	60	--	15.0%	28.0%	35.0%	22.0%
Two or More Races	--	3	--	--	--	--	--
Socioeconomically Disadvantaged	--	648	--	23.0%	35.0%	31.0%	11.0%
English Learners	--	59	--	76.0%	24.0%	0.0%	0.0%
Students with Disabilities	--	88	--	51.0%	34.0%	11.0%	2.0%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/25/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/21/2015

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	779	754	96.8%	67.0%	20.0%	10.0%	3.0%
Male	--	408	--	69.0%	17.0%	10.0%	4.0%
Female	--	346	--	65.0%	23.0%	9.0%	13.0%
Black or African American	--	44	--	86.0%	11.0%	2.0%	10.0%
American Indian or Alaska Native	--	4	--	--	--	--	--
Asian	--	14	36.0%	14.0%	14.0%	36.0%	--
Filipino	--	26	--	42.0%	31.0%	15.0%	12.0%
Hispanic or Latino	--	602	--	69.0%	20.0%	9.0%	2.0%
Native Hawaiian or Pacific Islander	--	1	--	--	--	--	--
White	--	60	--	55.0%	23.0%	18.0%	3.0%
Two or More Races	--	--	3.0%	--	--	--	--
Socioeconomically Disadvantaged	--	653	--	67.0%	20.0%	10.0%	13.0%
English Learners	--	65	--	95.0%	3.0%	2.0%	0.0%
Students with Disabilities	--	88	--	94.0%	6.0%	0.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/25/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	43.0%	50.0%	49.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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

Last updated: 2/4/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49.0%
All Students at the School	49.0%
Male	52.0%
Female	42.0%
Black or African American	48.0%
American Indian or Alaska Native	--
Asian	56.0%
Filipino	57.0%
Hispanic or Latino	46.0%
Native Hawaiian or Pacific Islander	--
White	60.0%
Two or More Races	--
Socioeconomically Disadvantaged	47.0%
English Learners	5.0%
Students with Disabilities	19.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 2/4/2016

Career Technical Education Programs (School Year 2014-15)**1. Programs and classes offered that are specifically focused on career preparation and/or preparation for work.**

- Drama: Theatre Ensemble -Theatre Company - Theatre Design Concepts
- Computer Literacy
- CISCO Academy: IT Essentials - Introduction to Networking
- CAD/Architectural Design: CAD Design I, II, and III
- ROP in Banking Operations; Banking Management; Animal Caretaking; and Retail Merchandising

2. How these programs and classes are integrated with academic courses and how they support academic achievement.

Students who participate in the Drama courses are all cored with English and History classes as are those students who are enrolled in the various levels of CAD Design. Although CTE classes are not integrated with any academic courses; students are programmed in two to three cored academic classes. Students benefit from collaborative learning and student-centered group experience. This aligns with common core standards and BCCHS' instructional framework.

Computer Literacy provides instruction in basic computer skills and programs including all Microsoft Office Systems - Word, Excel, PowerPoint, and Access. This course supports academic achievement since students acquire skills that facilitate typing and editing essays, accessing the Internet for research purposes, and completing project-based assignments for their academic classes.

3. How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students.

The school addresses the needs of all students in career preparation and/or preparation for work by instituting weekly advisory classes dedicated to career readiness. Skills and tasks covered include construction of resumes and drafting cover letters, interviewing, completing career interest surveys, and participating in career exploration activities. These advisories are offered to all students including special populations of English Learners, Special Education, and BOC (alternative graduation program).

The school also addresses the needs of all students in career and work preparation by having a full-time Career Counselor accessible to all students on the campus. Students may seek assistance with job searches, resume writing, completing job applications, career interest surveys, career exploration, and locating internships/job shadow opportunities. The counselor also organizes Career Days with guest speakers and registers students for ROP or Occupational Center classes, publicizing career-focused field trips, job fairs, and other career-oriented events in the community.

4. The measurable outcomes of these programs and classes, and how they are evaluated.

During the 2014-15 school year, students could work towards various performance and other measurable goals of BCCHS' CTE pathways. Both the Theatre Ensemble and Theatre Company courses prepare students for the capstone Theatre Design Concepts course during their senior year. Theater Tech students focus on one or more areas including Set Construction, Painting, Costumes & Make-up, and/or Lighting and Sound. Students learn basic skills in their area of focus and then apply those skills through hands-on training of producing the tech for school plays and musicals. In addition to working with visiting artists and professional mentors in the field, theater students also visit studios, sets, and costume shops to gain understanding of their craft.

Computer Literacy provides the opportunity to earn Microsoft Office Systems (MOS) Certification in addition to Certification in individual office suite programs. In 2014-15, 40% of all students enrolled in this class achieved MOS Certification. CISCO Academy is focused on the attainment of CISCO Certification with a B or better in IT Essentials and with a C or better in Networking. In addition, students who successfully complete Networking receive college credit through articulation with Pierce College, Woodland Hills, CA. Students who successfully complete the various ROP classes earn a Certificate of Completion along with the opportunity to receive letters of recommendations and, even, job offerings.

At this time we do not have a system in place to track student after they graduate and to determine if they pursue careers related to the CTE pathway pursued during their time at BCCHS.

5. State the primary representative of the district's CTE advisory committee and the industries represented on the committee.

We do not have a CTE advisory committee; however, BCCHS has a partnership with Los Angeles Community College District.

Last updated: 2/22/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	611

Percent of Pupils Completing a CTE Program and Earning a High School Diploma	62.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	5.0%

Last updated: 2/2/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	21.6%

State Priority: Other Pupil Outcomes

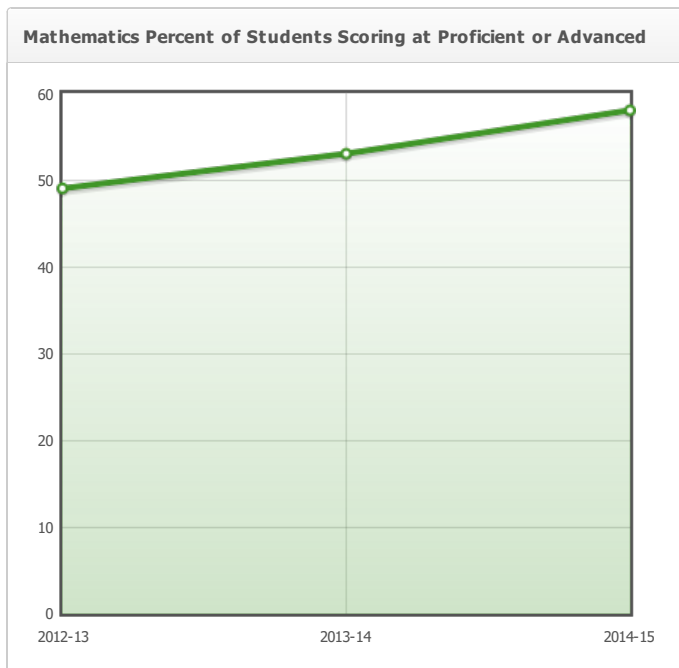
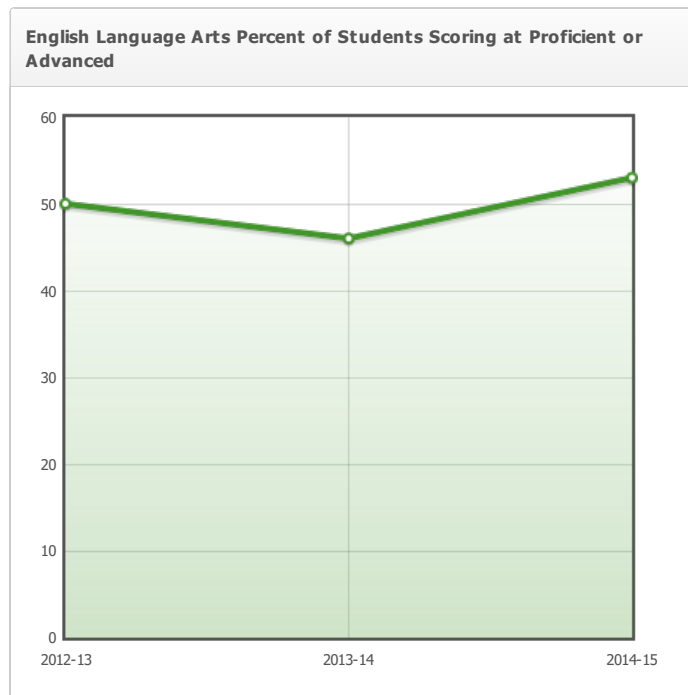
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	50.3%	46.5%	53.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	49.0%	53.4%	58.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

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



Last updated: 2/4/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	25.0%	25.0%	46.0%	35.0%	18.0%
All Students at the School	47.0%	31.0%	22.0%	42.0%	41.0%	17.0%
Male	51.0%	27.0%	22.0%	40.0%	38.0%	22.0%
Female	42.0%	36.0%	23.0%	44.0%	44.0%	13.0%
Black or African American	47.0%	29.0%	24.0%	54.0%	34.0%	12.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	33.0%	50.0%	17.0%	25.0%	42.0%	33.0%
Filipino	29.0%	21.0%	50.0%	21.0%	50.0%	29.0%
Hispanic or Latino	48.0%	32.0%	20.0%	43.0%	40.0%	16.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	40.0%	23.0%	37.0%	25.0%	52.0%	23.0%
Two or More Races	50.0%	17.0%	33.0%	46.0%	31.0%	23.0%
Socioeconomically Disadvantaged	48.0%	30.0%	21.0%	43.0%	40.0%	17.0%
English Learners	90.0%	10.0%	0.0%	79.0%	17.0%	4.0%
Students with Disabilities	88.0%	10.0%	2.0%	79.0%	17.0%	4.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Last updated: 2/25/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.6%	19.3%	32.8%

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

Last updated: 2/4/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents are important stakeholders within the BCCHS community and there are numerous opportunities for parental involvement. As an independent charter, parent representation is required on our main governing body, our school board, as well as several advisory councils and standing subcommittees. Additionally, parents attend activities and meetings in which various members of the school team present important information about Birmingham and apprise families of the many resources offered to facilitate student achievement.

Our dedicated Parent Center is staffed by our bilingual Parent Liaison - Margarita Ponce (m.ponce@birminghamcharter.com 818-758-5281). Our Assistant Principal/Director in charge of Parental Involvement is Tracie Bowdoin (818-758-5200).

BCCHS maintains a Parent section on our website birminghamcharter.com. Furthermore, parents can keep track of their child's attendance, assignments and grades by accessing the school's online AERIES Parent Portal.

Our governance structure includes Parent Representation on:

- BCCHS Board
- Curriculum & Instruction Committee
- Student Services Committee
- Facilities Committee
- Human Resources Committee

Parents are encouraged to attend our annual informational events:

- Patriot Preview
- Back-to-School Night
- Open House
- Title I Overview

Parent participation and representation is also important in our various advisory councils:

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

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

- PIQUE Parent Institute Classes
- ESL Classes - Levels 1 and 2

BCCHS also offers informational presentations applicable to our families:

- LCAP
- ELAC
- Teen Depression
- College Planning
- College Financial Aid and FAFSA
- NCAA Eligibility

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

State Priority: Pupil Engagement

Last updated: 2/22/2016

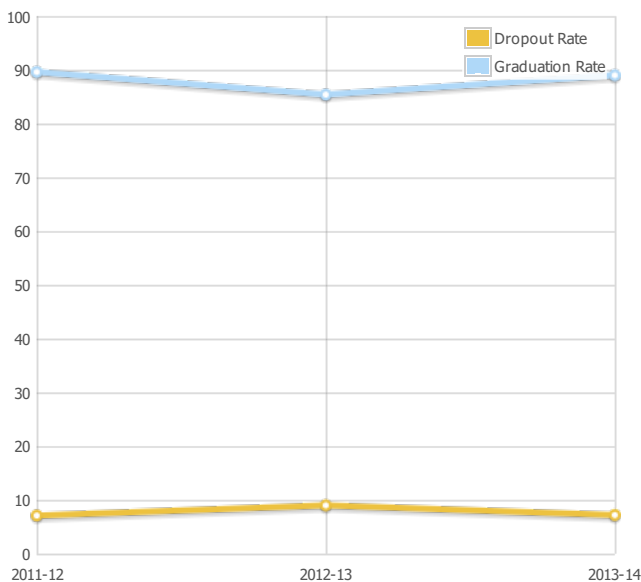
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.1%	9.0%	7.2%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	89.60	85.40	89.00	66.60	68.10	70.20	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	88	84
Black or African American	--	86	76
American Indian or Alaska Native	50	87	78
Asian	--	94	92
Filipino	--	92	96
Hispanic or Latino	--	88	81
Native Hawaiian or Pacific Islander	100	92	83
White	--	91	89
Two or More Races	100	92	82
Socioeconomically Disadvantaged	--	89	81
English Learners	--	32	50
Students with Disabilities	--	74	61
Foster Youth	--	--	--

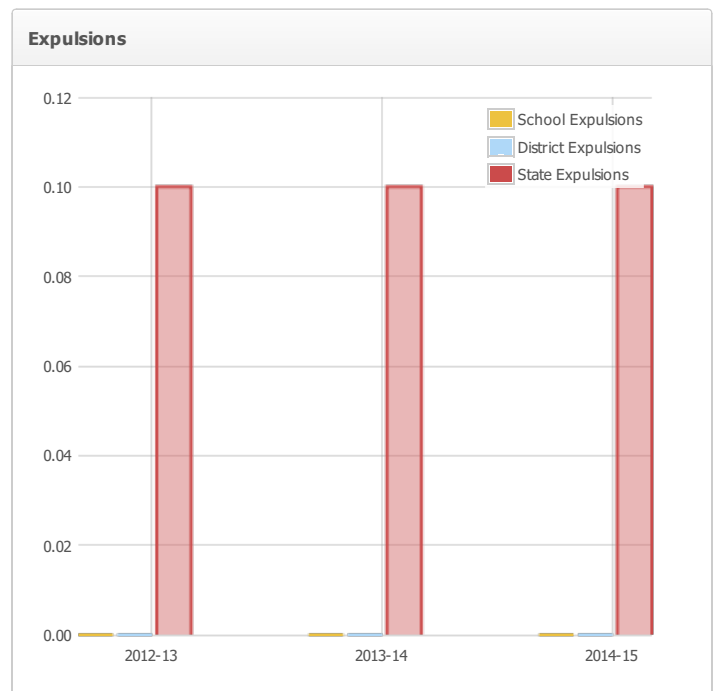
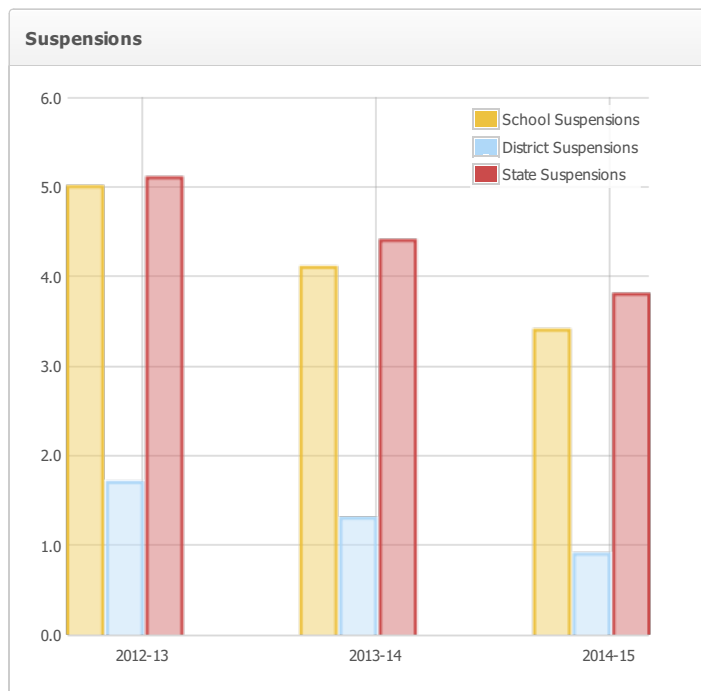
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.0	4.1	3.4	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/2/2016

School Safety Plan - Most Recent Year

BCCHS' Comprehensive School Safety Plan is comprised of three (3) sections:

- Volume I contains policy and procedures relating to child abuse reporting, sexual harassment, Uniform Complaint Procedures, expulsion and suspension data, etc.
- Volume II contains emergency information, such as emergency organization chart with job definitions, evacuation plan and map, descriptions of different procedures for natural or unnatural disasters/emergencies (earthquakes, floods, bomb threats, etc).
- Volume III is the school's Intervention & Recovery Plan after a disaster.

The most recent edition was approved by the School Site Council on 12/08/15 and then by the School Board on 12/12/15. It has been reviewed with the staff on 08/05/15, 10/06/15, and 01/11/16. The Safety Plan has also been presented to the PTSA on 01/19/16 and 02/16/16,

Key elements of the plan include:

- On-campus AED (Automated External Defibrillators).
- On-campus EpiPen.
- Food and water stored for three (3) days.
- Evacuation Maps and Emergency Procedure folders in all rooms and offices.

- Emergency Buckets in every classroom.
- All staff trained on procedures for Active Shooter scenarios.
- Various employees are CPI trained.
- Some employees are trained on the use of the EpiPen.
- Applicable employees are trained on the safe use of a golf cart.

Last updated: 2/9/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	N/A	
Met Participation Rate - English Language Arts	Yes	N/A	
Met Participation Rate - Mathematics	Yes	N/A	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	N/A	N/A	
Met Graduation Rate	Yes	N/A	

Last updated: 2/2/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.2	21	28	47	26.8	35	62	30	27.0	30	56	36
Mathematics	29.0	16	39	30	26.5	24	53	23	27.0	28	52	18
Science	32.5	5	25	37	29.9	21	39	31	29.6	10	50	24
Social Science	32.9	8	15	42	27.7	8	33	29	31.2	10	36	31

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

Last updated: 2/18/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	444.0
Counselor (Social/Behavioral or Career Development)	3.2	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	8.0	N/A
Other	3.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/4/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8285.0	\$1540.0	\$6744.0	\$62235.0
District	N/A	N/A	\$5729.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	15.0%	-11.0%
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	21.0%	-17.0%

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

Last updated: 2/29/2016

Types of Services Funded (Fiscal Year 2014-15)

BCCHS receives Title I, II and III funds. These funds are used to improve student performance and to ensure access to all of our programs for every student.

Some of our programs and services include:

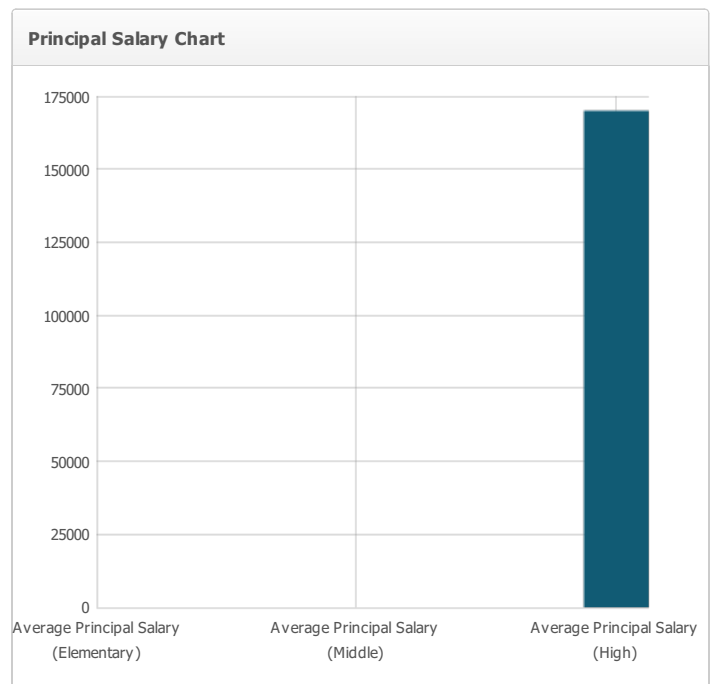
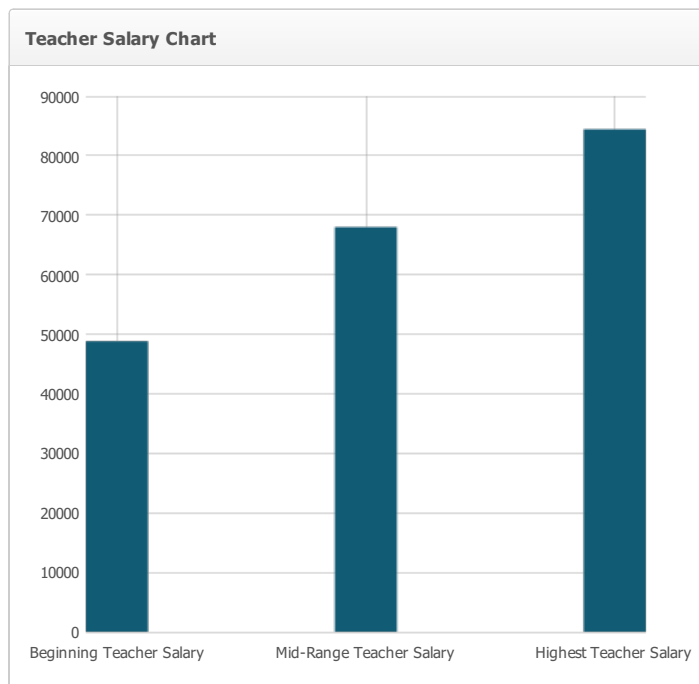
- SES Program for additional tutoring after school.
- In-house tutoring available before and after school with credentialed BCCHS content-specific teachers.
- Concentrated ESL Programs
- Comprehensive SPED Program
- Full-time dedicated College and Career Counselors
- Parent Education classes and presentations
- Parent Center with bilingual Parent Liaison

Last updated: 2/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,832	\$43,165
Mid-Range Teacher Salary	\$68,001	\$68,574
Highest Teacher Salary	\$84,429	\$89,146
Average Principal Salary (Elementary)	--	\$111,129
Average Principal Salary (Middle)	--	\$116,569
Average Principal Salary (High)	\$170,000	\$127,448
Superintendent Salary	\$170,000	\$234,382
Percent of Budget for Teacher Salaries	36.0%	38.0%
Percent of Budget for Administrative Salaries	2.0%	5.0%

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



Last updated: 2/18/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	13	N/A
All Courses	28	18.8%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/4/2016

Professional Development – Most Recent Three Years**1. The number of days provided for professional development and continuous professional growth in the most recent three year period.**

- 2015-2016: 6 days
- 2014-2015: 6 days
- 2013-2014: 5 days

2. What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?

There are three primary areas of focus for professional development that were selected based on student achievement data including CELDT scores, redesignation rate, SBAC scores, SAT performance, AP passage rates, core course fail rates:

1. Direct Interactive Instruction: This is a continued focus of PD to develop common instructional techniques based on the California Department of Education's list for approved, research-based methods to address the needs of our targeted subgroups (EL, African American, Title 1, Students with Disabilities). The PD sessions this school year emphasized increasing student-to-content and student-to-student interactions during class sessions to align with the skills and content of the California Common Core Standards.

2. Literacy and SDAIE Strategies: This focus area of our PD program was identified based on our students' consistently low scores in writing, vocabulary and listening on the CELDT, SBAC, SAT and AP tests. The research-based strategies identified align with the State of California's expectation that all students demonstrate proficiency in English Language Arts on the SBAC administered in the 11th grade and that English Learners redesignate within five years of entry into California schools.

3. California Math Practice Standards: This PD focus area was identified in light of the low overall and subsection proficiency scores demonstrated by our students on the Math SBAC. The strategies identified and course plans developed support increased Math proficiency for all students.

3. What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

- School-wide, department, and content specific training
- Individual coaching including co-planning and co-teaching activities
- All day workshops
- Before and after school whole faculty, department, or small collaborative group workshops
- Conferences
- Opportunities for individual certificated and classified staff to self-select professional development with administrative approval to allow for personal and individualized growth and development
- Teachers of the same content and grade level meet once per week in collaborative groups.

4. How are the teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

- In-class coaching
 - New teacher cadre
 - Instructional Rounds to monitor school-wide implementation of the five primary components of Direct Interactive Instruction and inform administration on the areas of continued need for professional development
 - Discussions regarding student performance data reports occur at the department, leadership, administrative, and board levels
-
- Routine meetings as an entire faculty, department, and SLCs (small learning communities).
-
- Additional meetings to determine the support needs of teachers occurs at monthly leadership team meetings, weekly department chair and SLC meetings with administration.

Last updated: 2/29/2016