

Birmingham Community Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Bill Parks, Principal

Principal, Birmingham Community Charter High

About Our School

Welcome to the Birmingham Community Charter High School! We are an independent conversion charter high school located in the heart of the San Fernando Valley. As a Charter School we pride ourselves on having increased autonomy and governance. This allows our students and staff to perform at very high levels. Subsequently our stakeholders become more actively involved in the decision making for the total operation of our school and all of our programs.

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

- BCCHS had 93% Graduation and 94% Attendance rates in the past 2012-2013 school year!
- BCCHS had the highest growth passage rates in the valley for the California High School Exit Exam (88% in Math and 85% in English for all sophomores.)
- BCCHS had another significant increase in its Academic Performance Index (API) score moving up again from 726 to 740. We are proud that we have had significant increases each of the last four years!
- BCCHS enrollment has increased to 3,218 students for the 2013-2014 school year.
- BCCHS was voted once again as the "Readers Choice Favorite Charter High School" by the Daily News in the 2013-2014 school year!
- BCCHS has a strong School of Advanced Studies (SAS) which offers multiple dual credit College Courses for our most advanced students who seek rigorous academic challenges in grades 9-12.
- BCCHS has Credit Recovery offered before, during, and after school.
- BCCHS has free Tutoring offered before and after school from our Teachers.
- BCCHS has a Summer School program available and will open a Freshmen Transition Program this year.
- BCCHS offers a regular six period day in addition to optional Zero and Seventh Period classes.
- BCCHS has numerous opportunities in extra-curricular activities (Sports, Music, Arts, and Clubs.) In fact our Sports Program is the largest in the valley!
- BCCHS has a strong International Student Program with exchange students from 6 countries.
- BCCHS has invested over \$1,000,000.00 in new Technology Tools and a Medical Lab to prepare our students for college and career opportunities in their futures.
- BCCHS will be investing approximately \$100,000.00 to install a Science – Technology – Engineering – Mathematics lab in the coming year.

• BCCHS has a wonderful teaching and support staff who are dedicated. They work very hard to provide a fantastic education for every student, in a Title 1 school that is a beautiful, safe, clean, and secure environment!

As you can see, our secret is getting out and the above achievements are resulting in our increasing enrollments. Parents and interested students, I caution you that as part of our Charter Agreement will be implementing an ENROLLMENT LOTTERY this coming year. It is imperative that in mid-January and early February those families who are interested in enrolling new students at BCCHS for the 2014-2015 school year must contact the school to receive the paperwork needed to become eligible for the lottery process.

Patriot Pride is being a part of our growing and successful family! We hope to see you soon, and anyone may visit our beautiful campus and/or visit our programs in person by simply arranging an appointment!

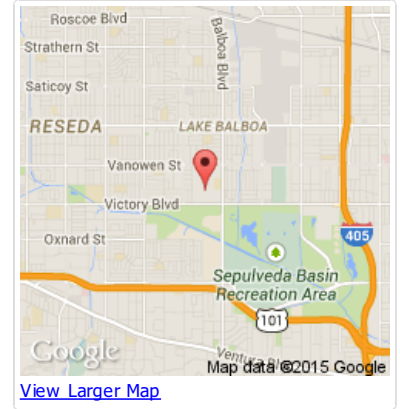
Respectfully yours,

Bill Parks
CEO/Principal
818-758-5200

Contact

17000 Haynes St.
Van Nuys, CA
91406-5420

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



About This School

Contact Information - Most Recent Year

School	
School Name	Birmingham Community Charter High
Street	17000 Haynes St.
City, State, Zip	Van Nuys, Ca, 91406-5420
Phone Number	818-758-5200
Principal	Bill Parks, Principal
E-mail Address	b.parks@birminghamcharter.com
Web Site	www.lausd.k12.ca.us/birmingham_hs
County-District-School (CDS) Code	19647331931047

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/20/2015

School Description and Mission Statement (Most Recent Year)

Birmingham Community Charter High School, serving grades 9-12, strives for academic excellence, articulation between grade levels, and stability and continuity in our community. Our student body in 2013-2014 is ethnically, racially, linguistically, culturally, and economically diverse and represents over 95 zip codes in LAUSD.

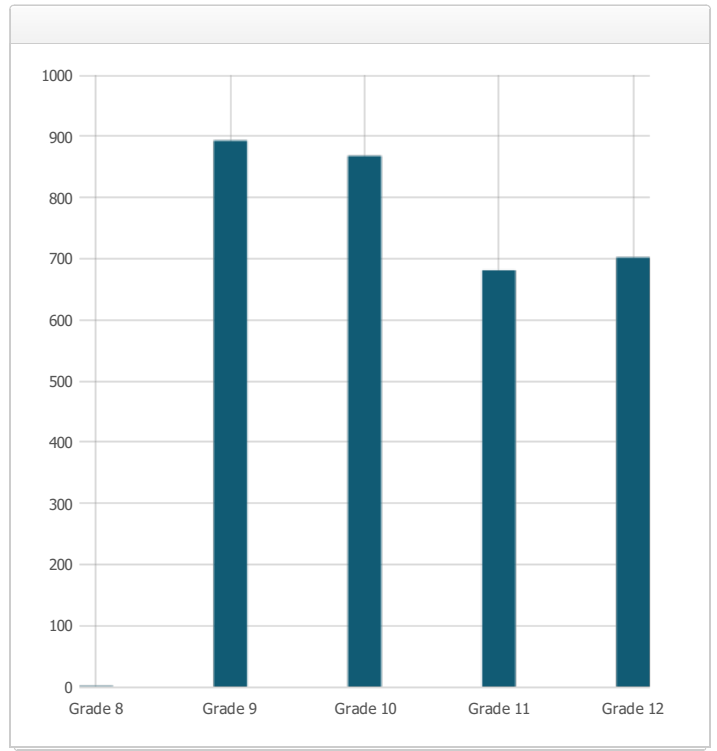
Students at BCCHS receive a rigorous education that prepares them for post-secondary academic and career goals. Students are active participants in the BCCHS community and graduate college-prepared and career ready, implementing the skills and knowledge they have gained during their four years of secondary education at BCCHS. BCCHS enables pupils to become self-motivated, competent, lifelong learners by reaching quantitative goals in the areas of improved literacy & numeracy. We 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 Language Learners, children in foster care, 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.

Last updated: 1/20/2015

Student Enrollment by Grade Level (School Year 2013-14)

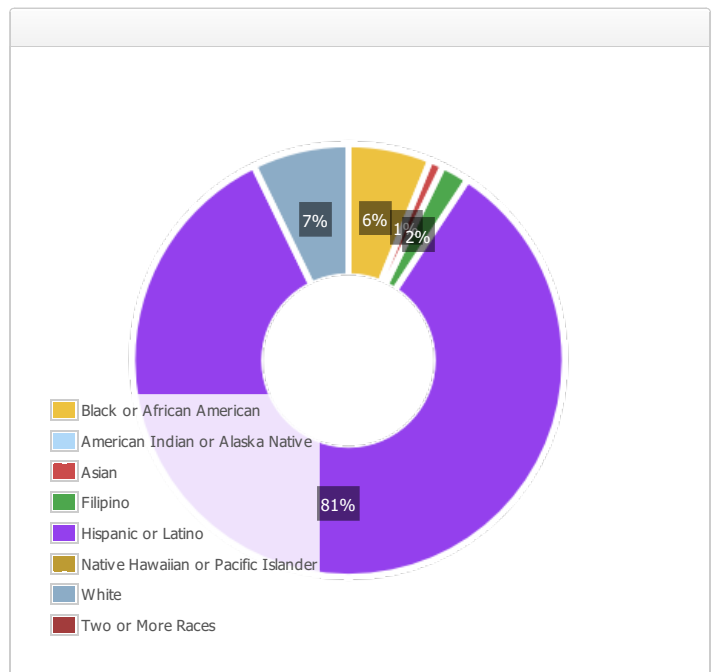
Grade Level	Number of Students
Grade 8	1
Grade 9	893
Grade 10	868
Grade 11	681
Grade 12	702
Total Enrollment	3145



Last updated: 1/20/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	2.2
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0.3
White	7.3
Two or More Races	0.7
Socioeconomically Disadvantaged	87.0
English Learners	13.2
Students with Disabilities	12.2



Last updated: 1/20/2015

A. Conditions of Learning

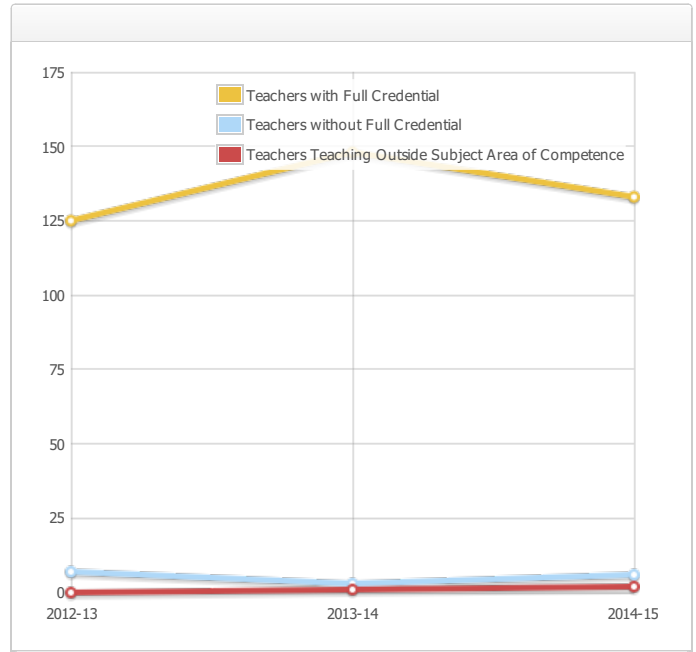
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

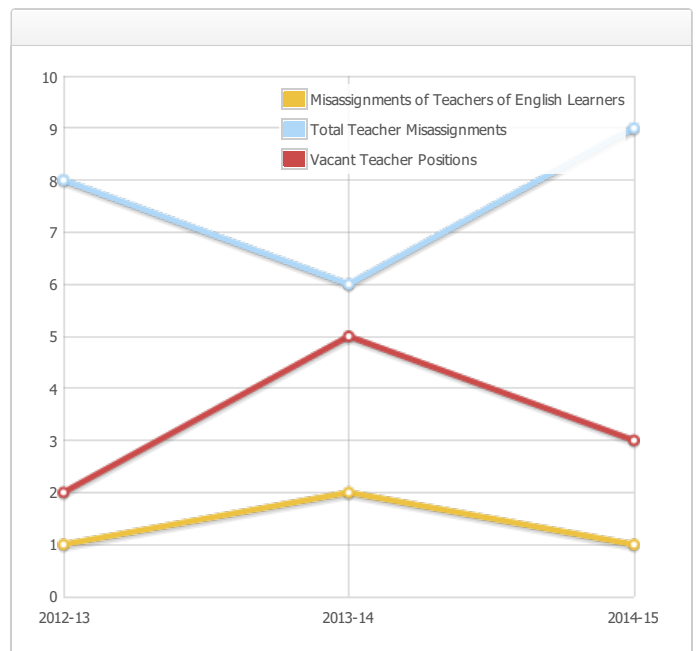
Teachers	School		District
	2012-13	2013-14	2014-15
With Full Credential	125	148	133
Without Full Credential	7	3	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments*	8	6	9
Vacant Teacher Positions	2	5	3



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: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	99	2
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

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.

Last updated: 1/26/2015

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

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: "Literature: Gold Level" English 10: "Literature: Platinum Level" English 11: "Literature: The American Experience" ERWC: "50 Essays: A Portable Anthology" AP English Literature: "Literature: Structure, Sound, and Sense" AP English Language: "The Language of Composition: Reading, Writing, Rhetoric" Journalism: "Journalism Today"		0.0
Mathematics	Algebra 1: "Algebra 1: Concepts, Skills, and Problem Solving" Algebra 2: "Algebra and Trigonometry: Structure and Method- Book 2" Discrete Math: "For All Practical Purposes" Geometry: "Geometry: Concepts and Applications" Trigonometry/Precalculus: "Precalculus: Enhanced with Graphing Utilities" Trigonometry/Precalculus: "Precalculus: With Unit-Circle Trigonometry" AP Statistics: "Stats: Modeling the World"		0.0
Science	Biology: "Biology" Chemistry: "Chemistry" AP Chemistry: "Chemistry" Astronomy: "Discovering the Universe" Physical Geology: "Earth Science" Physiology: "Essentials of Human Anatomy & Physiology" Forensic Science: "Forensic Science for High School" Sports Medicine: "Introduction to Sports Medicine and Athlete Training" AP Environmental Science: "Living in the Environment"		0.0

	<p>Medical Terminology: "Medical Terminology: A Living Language"</p> <p>Physics: "Physics: Principles and Problems"</p>	
History-Social Science	<p>AP European History: "A History of Western Society"</p> <p>AP Government: "American Government"</p> <p>Government: "American Government"</p> <p>Economics: "Economics: Principles & Practices"</p> <p>AP Human Geography: "Human Geography: People, Place, and Culture"</p> <p>AP Psychology: "Psychology: Themes and Variations"</p> <p>Intro to Sociology: "Sociology: The Study of Human Relationships"</p> <p>Law Youth: "Street Law: A Course in Practical Law"</p> <p>AP US History: "The American Pageant"</p> <p>US History: "The American Vision: Modern Times"</p> <p>Marriage and Family: "The Developing Child"</p> <p>Intro to Psychology: "Understanding Psychology"</p> <p>World History: "World History: Modern Times"</p>	0.0
Foreign Language	<p>French 1: "Discovering French Today! French 1"</p> <p>French 2: "Discovering French Today! French 2"</p> <p>Spanish Speakers 1: "Nuevas Vistas: Curso Uno"</p> <p>Spanish Speakers 2: "Nuevas Vistas: Curso Dos"</p> <p>Spanish 1: "Realidades 1"</p> <p>Spanish 2: "Realidades 2"</p> <p>Spanish 3: "Realidades 3"</p> <p>AP Spanish Language: "Tesoro Literario"</p>	0.0
Health	<p>Health: "Lifetime Health"</p>	0.0
Visual and Performing Arts		0.0
Science Laboratory Equipment (grades 9-12)		0.0

Last updated: 1/26/2015

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 resides on the 76 acres and 60 year old facility formerly recognized as Birmingham High School of Los Angeles Unified School District. A prioritization of repairs and maintenance is done at an approximate investment of \$1 million per year. The most significant improvement at the site consists of \$2.5 million in technology and technology infrastructure for both wireless and local area networks.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

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

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/20/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	46	42	50	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/20/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	50
Male	55
Female	43
Black or African American	38
American Indian or Alaska Native	
Asian	62
Filipino	67
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	
White	66
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	10
Students with Disabilities	15
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/20/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	44%	45%	44%	48%	47%	54%	56%	55%
Mathematics	13%	13%	17%	43%	44%	45%	49%	50%	50%
History-Social Science	37%	35%	35%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/20/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	4
Similar Schools	7	6	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/20/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	43	29	12
Black or African American	70	29	16
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	42	34	12
Native Hawaiian or Pacific Islander			
White	32	2	8
Two or More Races			
Socioeconomically Disadvantaged	27	6	38
English Learners	72	51	-61
Students with Disabilities	2	107	29

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/20/2015

Career Technical Education Programs (School Year 2013-14)

1. Programs and classes offered that are specifically focused on career preparation and/or preparation for work.

- Theatre Ensemble
- Theater Company
- Theater Design Concepts
- Computer Literacy
- It Essentials
- Computer Network Management
- Work Experience

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

Theater Ensemble, Theater Company, and Theater Design Concepts are all cored with English and History classes.

Computer Literacy class helps support academic achievement by familiarizing students with basic computer skills and programs (ex: word and excel) necessary to be successful in typing papers, doing research, and completing projects for their academic classes.

The other CTE courses are not integrated with any academic courses; however, students who are cored in 3 classes have the benefit of getting to know their classmates better than the average student, which can make it easier for them to collaborate on assignments they are given in all three classes. This aligns with common core standards and our instructional framework which has an emphasis on student-centered, collaborative learning.

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 offering a weekly advisory class with lessons dedicated to career readiness, such as creating a resume and cover letter, interviewing skills, career interest surveys, and career exploration activities. These advisories are offered to all students on campus including special populations such as English Learners, Special Education, and BOC (continuation).

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 to assist with job searches, creating resumes, filling out applications, career interest surveys, career exploration, helping students find internships/job shadow opportunities, bringing career speakers to campus, signing students up for ROP or Occupational Center classes, advertising local career related field trips, job fairs, and events in the community.

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

At this time we do not have a student tracking system in place to know which students pursued careers related to the CTE course they took.

During the 2013/14 school year approximately 33% of all students enrolled in the Computer Literacy course were certified in both word and excel. The projected certification outcome for the 2014/15 enrolled students is the same.

In the 14-15 school year, the Computer Network Management course will be evaluated based on the number of students who complete the course with a C or higher at the end of the school year. These students will receive college credit from the course at Pierce College. This was not a measure during the 13/14 school year.

Outcome of the Theater program: Both the Theater Ensemble and Theater Company courses help to prepare students for their capstone tech theater course that they will take their senior year. Tech theater 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 by producing the tech for our school plays and musicals. Students receive hands on training by visiting artists and mentors to help them gain skills in the specific areas of Tech Theater they apply to the plays and musicals. Tech theater students also visit studios, sets, and costume shops to help them gain more knowledge in their tech training.

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: 1/20/2015***Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	547
Percent of pupils completing a CTE program and earning a high school diploma	21.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14.0

*Last updated: 1/20/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.7
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	10.5

State Priority: Other Pupil Outcomes

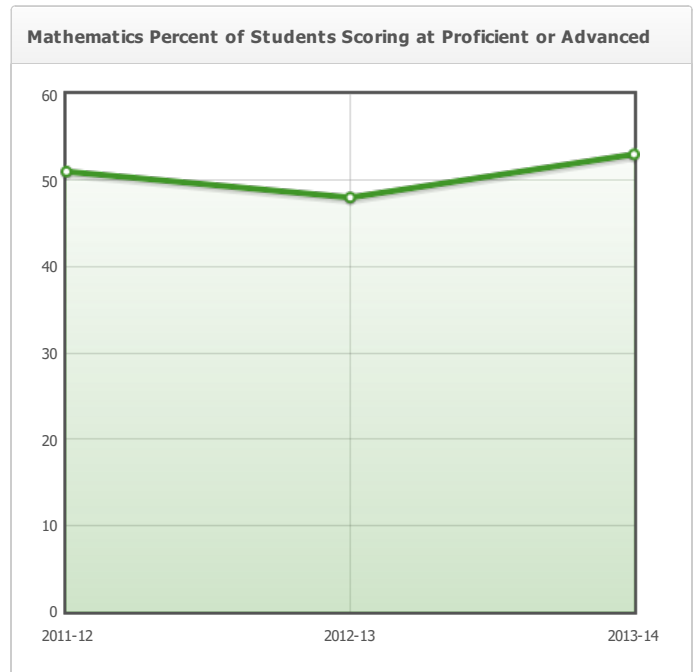
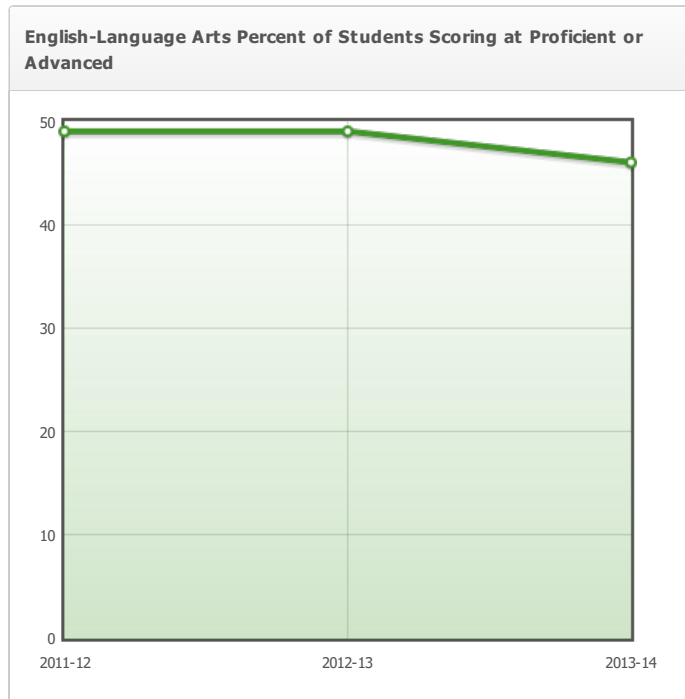
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	49%	49%	46%	45%	49%	47%	56%	57%	56%
Mathematics	51%	48%	53%	50%	54%	56%	58%	60%	62%

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: 1/20/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52%	24%	24%	44%	36%	20%
All Students at the School	54%	24%	22%	47%	39%	14%
Male	55%	26%	19%	45%	39%	16%
Female	53%	23%	25%	50%	39%	11%
Black or African American	71%	20%	8%	52%	46%	2%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	25%	17%	58%	33%	17%	50%
Filipino	29%	29%	42%	29%	54%	17%
Hispanic or Latino	56%	25%	19%	49%	38%	13%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	38%	25%	37%	32%	43%	25%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	57%	24%	19%	47%	40%	13%
English Learners	96%	1%	3%	87%	11%	2%
Students with Disabilities	88%	11%	1%	79%	17%	3%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/20/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	16.9%	24.4%	26.5%

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: 1/20/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

- Parent Teacher Student Association (PTSA)
- Title I Council
- English Language Learners Council
- School Site Council
- Pique Parenting Classes
- ESL Classes
- Parent Representative on the Board

State Priority: Pupil Engagement

Last updated: 1/20/2015

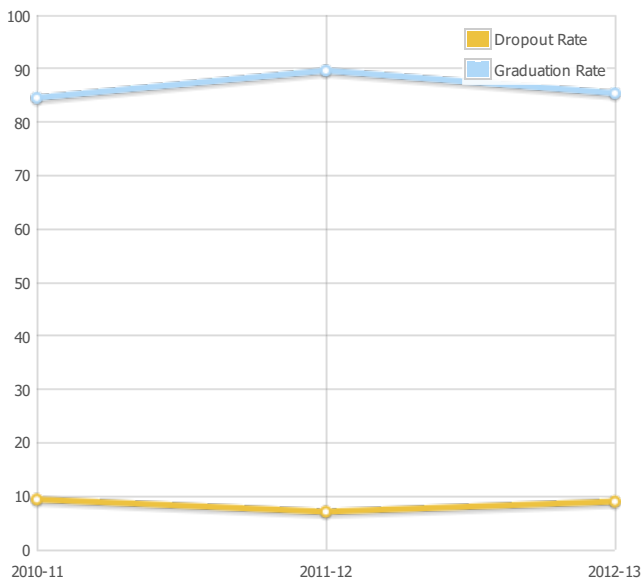
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	9.4	7.1	9.0	22.6	20.3	17.2	14.7	13.1	11.4
Graduation Rate	84.53	89.63	85.39	64.75	66.63	68.07	77.14	78.87	80.44

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



Last updated: 1/20/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	84	82	84
Black or African American	88	77	75
American Indian or Alaska Native	100	76	77
Asian	100	90	92
Filipino	100	90	92
Hispanic or Latino	81	83	80
Native Hawaiian or Pacific Islander	80	83	84
White	89	87	90
Two or More Races	300	93	89
Socioeconomically Disadvantaged	85	94	82
English Learners	50	46	53
Students with Disabilities	59	47	60

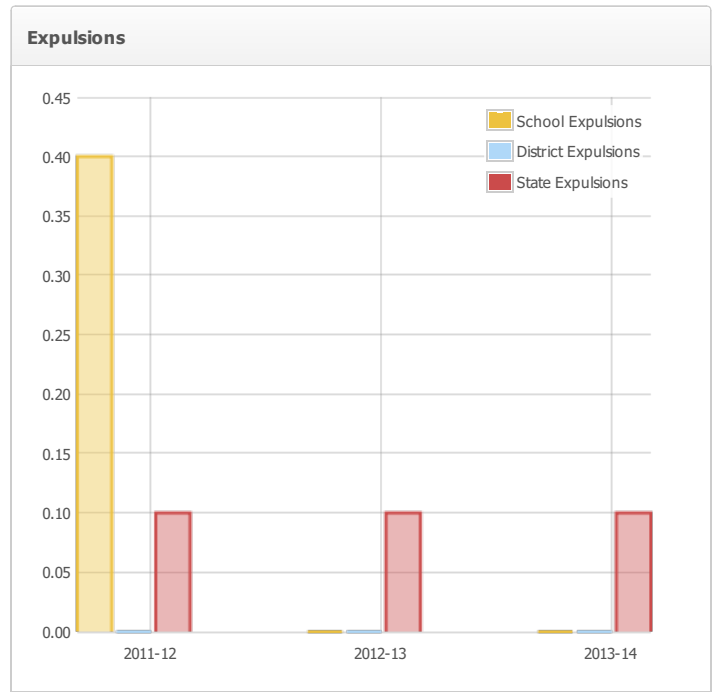
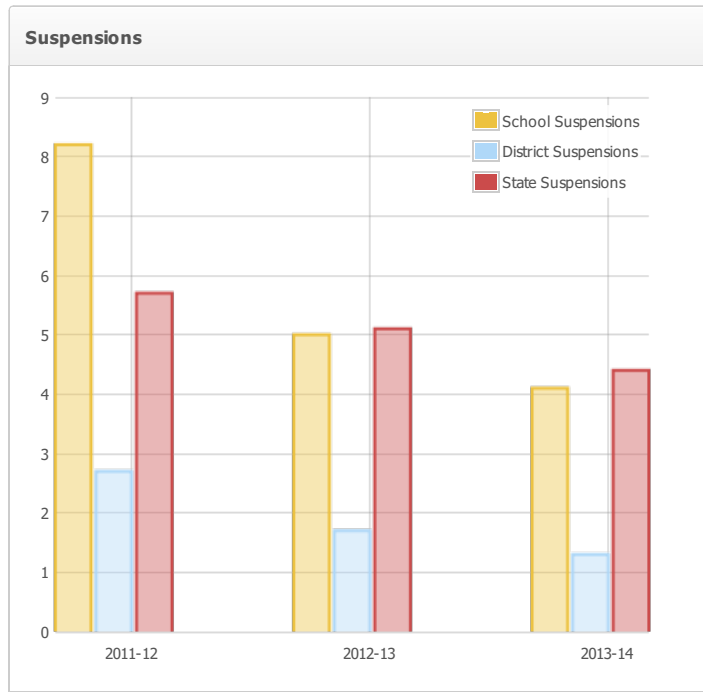
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.20	5.00	4.10	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.40	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/20/2015

School Safety Plan - Most Recent Year

The school's comprehensive safety plan was last reviewed and approved by the school site council on 10/21/2014, and by the Board on 10/25/2014. It was discussed with the school's faculty on October 6, 2014.

Our school's Comprehensive Safe School Plan has 3 parts and the following describes the key elements of the plan:

- Volume I contains policy and procedures, such as child abuse, 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 administrators and some members of the Search and Rescue Team, School Site Council, and the Board have been trained in SEMS and NEMS.
- Employees are trained on the safe use of a golf cart
- Employees will be trained on the use of a fire extinguisher
- Some employees are CPI trained.

Last updated: 1/27/2015

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met Graduation Rate	Yes	N/A

Last updated: 1/20/2015

Federal Intervention Program (School Year 2014-15)

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 3
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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	30.5	12	25	44	86.0	3	6	26	90.0	4	4	31
Mathematics	34.1	4	25	39	91.0	5	6	18	80.0	4	9	23
Science	32.7	4	17	37	93.0	2		24	62.0	6	10	25
Social Science	32.8	7	12	41	79.0	3		29	62.0	5	8	25

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

Last updated: 1/20/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	453.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	2.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	8.0	N/A
Other		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: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	0.00%	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/20/2015

Types of Services Funded (Fiscal Year 2013-14)

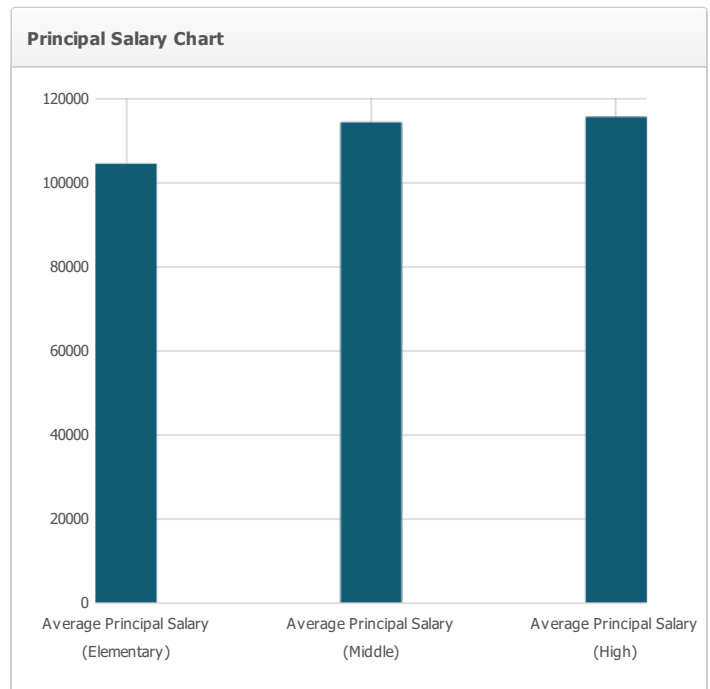
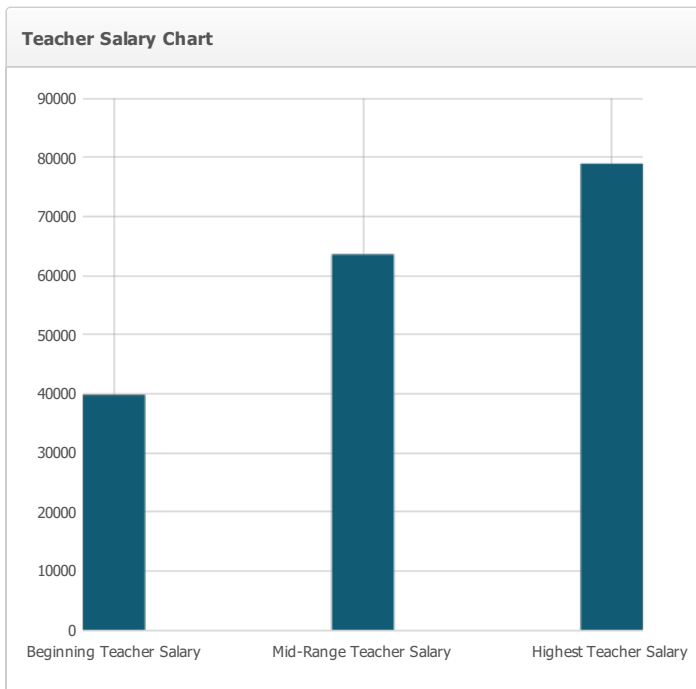
- SES Program for additional tutoring after school.
- In-house tutoring available before and after school with credentialed BCCHS content specific teachers.
- Concentrated ESL Programs
- Comprehensive SPED Program
- Full time college and career counselors
- Parent Education
- Parent Center

Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	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: 1/20/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	10	N/A
All Courses	25	0.5

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

*Where there are student course enrollments.

Last updated: 1/20/2015

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.

- 2014-15: 6 days
- 2013-14: 5 days
- 2012-13: 3 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 two primary areas of focus for professional development that was selected based on student achievement data, CELDT, CAHSEE, CST, EAP, and SAT performance, AP passage rates, and course fail rates:

- 1) Direct Interactive Instruction: This was the focus of PD to develop common instructional techniques based on California's list for approved, research based methods to address the needs of our targeted subgroups (EL, Title 1, and Special Education) that have traditionally underperformed and failed to meet academic performance indexes.
- 2) College and career advisory classes: This focus of our PD and academic program aligns with the mission and vision of the school as well as the focus of the state, which expects all students to be college and career ready upon graduation from high school.

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 small learning communities
- Additional meetings to determine the support needs of teachers occurs at monthly leadership team meetings, weekly department chair and small learning community meetings with administration

Last updated: 1/20/2015