Birmingham Community Charter High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

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 fulfill A-G requirements. We offer AP and dual-credit college classes, as well as 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 recent and continuing accomplishments for the 2016-2017 school year:
• Class of 2016 recorded a 94.5% graduation rate.
• Yearly school-wide attendance has increased steadily to 95.2% during 2016-2017.
• Enrollment totaling over 3,100 students in the 2016-17 school year.
• "Readers Choice Best Charter High School" received by the Daily News for the past several years.
• Continuation of our Blue and Gold block schedule that accommodates our growing roster of programs.
• Period Zero and Nine class meetings, which are available for students participating in performing arts, sports, and other school-based programs.
• Credit recovery opportunities offered throughout the school year and during summer school.
• Free tutoring provided both before and after school and staffed by BCCHS faculty and other community partners.

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 450 students have participated in the program annually. We have extended the program to include over a dozen course offerings in English, Anthropology, and Political Science At any one time during the school term, 6-10 college classes are offered in partnership with Valley College.
• Annual Summer School program includes prep for AP classes and credit recovery.
• 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 three summers.
• Sophomore Transition Program provided for select students who need additional academic support
• Publishing experience provided to students with our award-winning yearbook *Essence* and our on-line student news site *The Patriot Post.*
• Extensive performing arts program that includes Band, Choir, and Theater.

• Extra-curricular activities include special-interest clubs and leadership councils at 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, dedicated softball fields, 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 interacting with young people from around the world.
• An outstanding Hospitality 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.
• Career pathways, which include Graphic Design, Animation, Engineering, Medical Technical, and Computer Science.

We can offer all of these 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 at 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 2017-2018 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 for enrollment on school days from 8:00am – 3:00pm.

Contact

Birmingham Community Charter High
17000 Haynes St.
Van Nuys, CA 91406-5420

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	http://www.birminghamcharter.com/

School Contact Information (School Year 2016-17)	
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	http://www.birminghamcharter.com/
County-District-School (CDS) Code	19647331931047

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

Birmingham Community Charter High School serves students in grades 9-12. Our student body in 2016-2017 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, homeless, foster 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

- all stakeholders - students, families, and staff - affect student achievement.

For a detailed description of our recent achievements and 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 2017-2018 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 – 3:00pm.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	810
Grade 10	842
Grade 11	830
Grade 12	796
Total Enrollment	3278
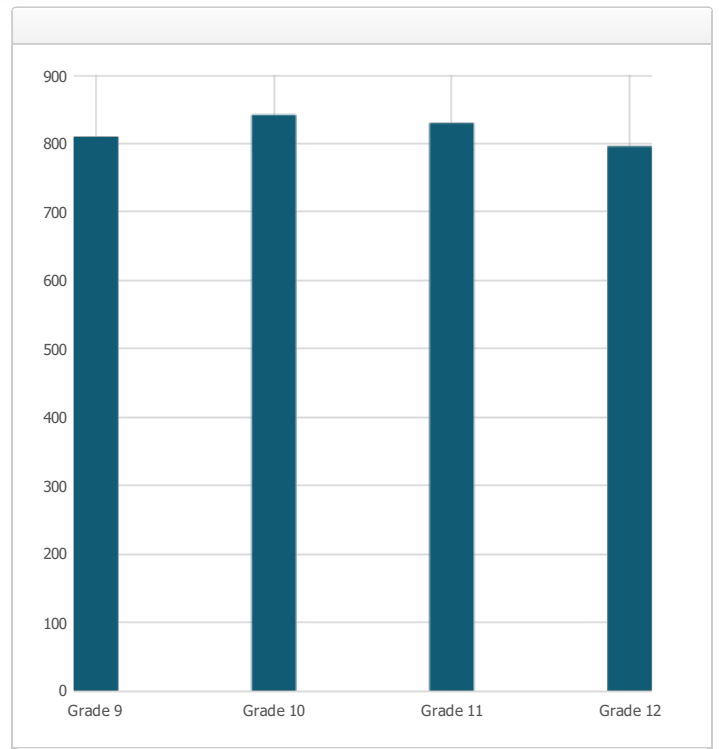
Last updated: 2/8/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	0.2 %
Asian	1.7 %
Filipino	2.6 %
Hispanic or Latino	82.6 %
Native Hawaiian or Pacific Islander	0.1 %
White	7.4 %
Two or More Races	1.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.9 %
English Learners	10.7 %
Students with Disabilities	12.7 %
Foster Youth	0.8 %

Last updated: 2/8/2017

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	133	147	148	
Without Full Credential	6	5	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	
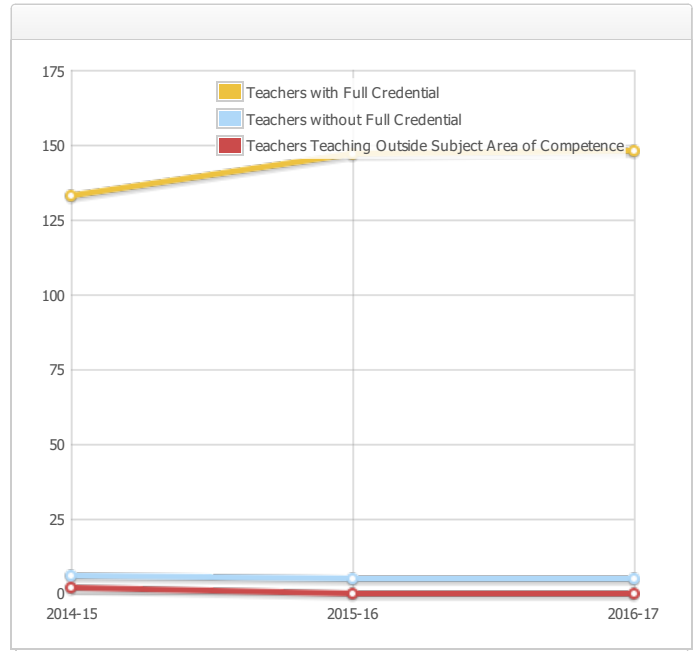
Last updated: 2/9/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	9	2	0
Vacant Teacher Positions	3	2	2
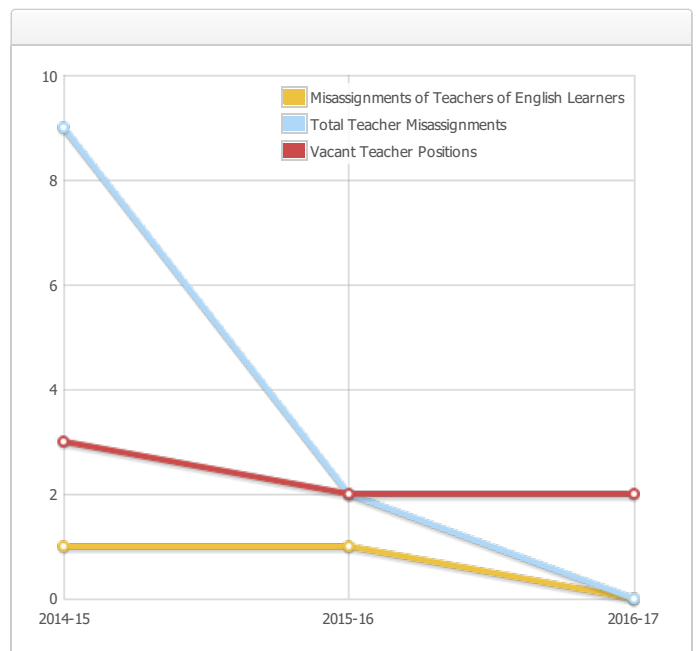
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 2/9/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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.

Last updated: 2/8/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	**ENGLISH**
	English 9 Literature: Timeless Voices, Timeless Themes, Gold Level. (Prentice Hall. 2002.)
	    *9th Grade Reader. (BCCHS. 2016.)
	
	Honors English 9 Literature: Timeless Voices, Timeless Themes, Gold Level. (Prentice Hall. 2002.)
	    *Honors 9th Grade Reader. (BCCHS. 2016.)
	
	English 10 Literature: Timeless Voices, Timeless Themes, Platinum Level. (Prentice Hall. 2002.)
	    *10th Grade Reader. (BCCHS. 2016.)
	
	American Literature *English 11 Reader. (BCCHS. 2016.)
	    Literature: Timeless Voices, Timeless Themes, The American Experience. (Prentice Hall. 2002.)
	
	Honors American Literature *Honors English 11 Reader. (BCCHS. 2016.)
	    Literature: Timeless Voices, Timeless Themes, The American Experience. (Prentice Hall. 2002.)
	
	AP Language Language of Composition. (Bedford St. Martin's. 2008.)
	
	English 12: Expository Reading and Writing *12th Grade Reader. (BCCHS. 2016.)
	    50 Essays. (Bedford St. Martin's. 2011.)
	
	AP English Literature *AP Literature Reader. (BCCHS. 2016.)
	    Perrine's Literature, Structure and Sound. (Thomson Wadsworth 2006)
	
	ENGLISH LANGUAGE DEVELOPMENT
	
	ESL Introduction High Point. (Hampton Brown. 2xxx.)
	
	ELL 1 Edge Fundamentals. (Cengage Learning/ National Geographic. 2014.)
	
	ELL 2 Edge Level A. (Cengage Learning/ National Geographic. 2007.)
	
	ELL 3 Edge Level B. (Cengage Learning/ National Geographic. 2007.)
	
	ELD A Edge Level A. (Cengage Learning/ National Geographic. 2007)
	
	ELD B Edge Level B. (Cengage Learning/ National Geographic 2007.)
	
	ELD C Edge Level C. (Cengage Learning/ National Geographic. 2014.)
	
	ENGLISH ELECTIVES
	Creative Writing Creative Writing Reader. (BCCHS. 2015.)
	
	Journalism Journalism Today. (McGraw Hill Education. 2004.)
		Yes	0.0 %

Science-Fiction Literature The Wesleyan Anthology of Science Fiction. (University Press of New England. 2010.)

ENGLISH COLLEGE COURSES

English 28 Wordsmith: A Guide to Writing, 5th edition. (); Writing Talk: Paragraph and Short Essays with Readings, 5th edition. ();

* 2016 editions of course readers were adopted for the 2016-2017 school year.

Mathematics		Yes	0.0 %

**Pre-Algebra onRamp to Algebra Collection. (Pearson Prentice Hall. 2016.)

**Algebra 1 Algebra 1, Common Core Edition. (Pearson Education, Inc. 2016.)

**Geometry Geometry, Common Core Edition. (Pearson Education, Inc. 2016.)

Algebra 2 Algebra and Trigonometry: Structure and Method, Book 2. (McDougal Littell. 2000.)

Discrete Math For All Practical Purposes. (COMAP, Inc. 2009.)

**Trigonometry/Math Analysis Precalculus: Enhanced with Graphing Utilities, 7th Edition. (Pearson Education, Inc. 2016.)

Statistics Statistics Through Applications. (W. H. Freeman. 2009.)

**AP Statistics The Practice of Statistics, 5th Edition. (W. H. Freeman. 2016.)

AP Calculus Calculus *AP Edition. (Pearson Prentice Hall. 2006.)

** Texts adopted for 2016-2017 school year.

Science		No	0.0 %

SCIENCE

Biology Biology. (Pearson Prentice Hall. 2007.)

Chemistry Chemistry. (Holt McDougal. 2007.)

Physical Geology Earth Science. (Pearson Education, Inc. 2000.)

Physics Physics: Principles and Problems. (Glencoe McGraw-Hill. 2000.)

Physiology Essentials of Human Anatomy and Physiology. (Pearson Education, Inc. 2010.)

AP Biology AP Biology, 12th Edition. (McGraw Hill. 2016.)

AP Environmental Science Living in the Environment. (Brooks/Cole Publishing Company. 2000.)

AP Chemistry Chemistry, *AP Edition. (Brooks/Cole/Cengage Publishing Co. 2014.)

AP Physics Physics: Principles and Problems. (Glencoe McGraw-Hill. 2008.)

SCIENCE ELECTIVES

Astronomy Discovering the Universe. (Bedford, Freeman & Worth Publishing. 2014.)

Forensic Science Forensic Science for High School. (Kendall Hunt. 2009.)

Medical Terminology Medical Terminology: A Living Language. (Pearson Prentice Hall. 2009.)

History-Social Science		Yes	0.0 %

SOCIAL STUDIES

**AP Human Geography The Culture Landscape: An Introduction to Human Geography. (Pearson Education, Inc. 2016.)

World History World History: Patterns of Interaction. (Houghton Mifflin Harcourt Company. 2016.)

AP European History A History of Western Society since 1300. (Bedford/St. Martin's. 2014.)

**United States History The Americas. (Houghton Mifflin Harcourt Company.

2016.)

AP United States History America's History. (Bedford/St. Martin's. 2014.)

AP Psychology Psychology: Themes and Variations, *AP Edition. (Cengage Learning. 2010.)

Economics Economics: Principles and Practices. (Glencoe McGraw-Hill. 2005.)

American Government Magruder's American Government. (Pearson Prentice Hall. 2006.)

AP Government The United States Government. (Houghton Mifflin Harcourt Company. 2006.)

SOCIAL STUDIES ELECTIVES

Criminal Law Street Law: A Course in Practical Law. (McGraw Hill Education. 2010.)

Introduction to Psychology Understanding Psychology. (McGraw Hill Education. 2002.)

Introduction to Sociology Sociology: The Study of Human Relationships. (Houghton Mifflin Harcourt Company. 2005.)

** Texts adopted for 2016-2017 school year.

Foreign Language	**FRENCH** **French 1** Discovering French! Level 1. (Houghton Mifflin Harcourt Company. 2013.) **French 2** Discovering French! Level 2. (Houghton Mifflin Harcourt Company. 2012.) **French 3** Discovering French! Level 3. (Houghton Mifflin Harcourt Company. 2013.) **AP French** T'es branche? 4. (EMC Publishing, LLC. 2014.) **SPANISH** **Spanish 1** Avancemos! Level 1. (Houghton Mifflin Harcourt Company. 2013.) **Spanish 2** Avancemos! Level 2. (Houghton Mifflin Harcourt Company. 2013.) **Spanish 3** Avancemos! Level 3. (Houghton Mifflin Harcourt Company. 2013.) **Spanish Speakers 1 and 2** Imagina. (Vista Higher Learning. 2015.) **AP Spanish Language** Tesoro Literario. (McGraw Hill Glencoe. 2004.) **AP Spanish Literature** Abriendo Puertas. (Houghton Mifflin Harcourt Company. 2013.)	No	0.0 %
Health	****Health** Comprehensive Health. (Goodheart-Wilcox. 2016.) **Text adopted for 2016-2017 school year.	Yes	0.0 %
Visual and Performing Arts	FINE ARTS **Ceramics** Experiencing Clay. (Abe Books. 2003.) **Filmmaking** The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age. (Penguin Random House. 2013.) **Photography** Focus on Photography. (Davis Publications. 2006.) **AP Art History** Gardner's Art Through the Ages: A Global History. (Cengage Learning. 2015.) **Cinema 105** Flashback: A Brief History of Film. (Pearson Education/Allyn & Bacon. 2009.); Understanding Movies, 13th edition. (Pearson.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Birmingham Community Charter High School campus is recognized as one of the most beautiful school campuses in the San Fernando Valley with towering oaks that are over 50 years old. BCCHS operates at a 65-year-old facility that has multiple classrooms, assembly areas, and office buildings and is known formerly as Birmingham High School of Los Angeles Unified School District. The BCCHS campus is spread across 76 tree-lined acres that include one major and two additional quads that include a multiple-tented eating area. There are green spaces with outdoor seating for meals and outdoor class activities throughout the campus.

A prioritization of repairs and maintenance is completed at an approximate investment of $1 million per year. During the summer prior to and throughout the course of the 2016-2017 school year, BCCHS is repainting the entire exterior of the school, resurfacing and repairing the parking lots, and replacing the blue tarp that encircles the campus fencing. During April 2017 Spring Vacation, we will install new bleachers in the Main Gym.

All of our classrooms, already equipped with technology for 21st century learning, have new student desks and chairs, which better facilitate collaborative, group work compared to traditional seating. Science classrooms have been stocked with updated lab equipment. In addition, every classroom has a new magnetic, high-quality porcelain white board that allows for multiple applications.

Birmingham has excellent and extensive sports facilities with two gymnasiums and soccer, lacrosse, baseball and softball fields. Our football stadium has an Olympic-qualified competition track. The school also has an Olympic-size pool for swimming, diving, and water polo competitions.

Currently, Birmingham is exploring opportunities to increase classroom capacity in order to decrease class size averages. Several ideas are being considered in order to better align available classroom and office spaces with school programs.

Finally, Birmingham has an annual cyclical maintenance schedule, protocols for repair requests, a daily cleaning schedule, and a trained custodial staff, which ensures our campus continues to be clean, safe and conducive to learning.

Last updated: 2/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2017

Overall Rating	Exemplary

Last updated: 2/10/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	64.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	13.0%	26.0%	25.0%	29.0%	34.0%	36.0%

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.

Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	819	801	97.8%	63.6%
Male	427	415	97.2%	58.4%
Female	392	386	98.5%	69.3%
Black or African American	43	43	100.0%	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	92.9%
Filipino	16	16	100.0%	81.3%
Hispanic or Latino	669	653	97.6%	63.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	65	64	98.5%	62.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	720	703	97.6%	63.5%
English Learners	83	72	86.8%	9.9%
Students with Disabilities	98	95	96.9%	16.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	4	3	0.8%	0.3%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/3/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	819	805	98.3%	26.3%
Male	427	416	97.4%	27.6%
Female	392	389	99.2%	22.7%
Black or African American	43	42	97.7%	16.7%
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	35.7%
Filipino	16	16	100.0%	43.8%
Hispanic or Latino	669	658	98.4%	23.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	65	64	98.5%	34.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	720	707	98.2%	24.5%
English Learners	83	77	92.8%	1.3%
Students with Disabilities	98	94	95.9%	5.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	4	4	100.0%	0.3%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/3/2017

CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50.0%	49.0%	50.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 2/8/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	834	808	96.9%	49.6%
Male	461	446	96.8%	52.5%
Female	373	362	97.1%	46.1%
Black or African American	29	29	100.0%	59.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	12	11	91.7%	54.6%
Filipino	15	14	93.3%	64.3%
Hispanic or Latino	720	697	96.8%	48.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	46	45	97.8%	64.4%
Two or More Races	12	12	100.0%	55.0%
Socioeconomically Disadvantaged	754	731	97.0%	48.6%
English Learners	89	80	89.9%	8.8%
Students with Disabilities	114	107	93.9%	23.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 2/10/2017

Career Technical Education Programs (School Year 2015-16)

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

Birmingham has developed cohesive, complete pathways that prepare students for post-secondary education or a job in their field of interest. We focus on high skill, high wage, and high demand fields, so that our students are prepared not only for college, but also for careers as well.

There are no pre-requisites for any of BCCHS' pathways. During second semester of Freshman Year, students receive information on all pathway choices and rate their choices based on their interests and career goals.

Each pathway has a three-year course sequence, commencing in 10th grade and finishing in 12th grade. For some pathways, students may complete the course sequence in just two years, typically during junior and senior year. Late entry into Birmingham does not negatively affect student participation in this program.

As part of the CTE program, there are select college classes offered on Birmingham's campus in which students can earn college credit through articulation with partner community colleges (including Los Angeles Valley College and Pierce College).

By senior year, students will have the opportunity to participate in internships, job shadowing, field trips and real-life practice in multiple career fields.

The following table outlines Birmingham's twelve main CTE pathways continuing in the 2017-2018 school year:

Career Pathway	Course 1 Introductor	Course 2 Concentrator	Course 3 Completor
Animation	Digital Media and/or Drawing	2D Animation	3D Animation
Business	Business Fundamentals	Banking and Finance Services	Business Mgmt
Computer Science	Computer Science & Pierce GIS course	Windows OS Network	Development OR Database Design
Engineering Design	Engineering Tech 1	Engineering Tech 2	Engineering Apps OR Arch Engineering
Filmmaking	Digital Media*	Film 1	Film 2*

*(articulated w/LAVC)

Graphic Design	Drawing**	Design**	Graphic Design Capstone(TBD)*

**(articulated w/Pierce College)

Hospitality & Tourism	Baking & Int'l Foods	Culinary Arts AB Food	Service & Hospitality
Medical Tech Careers	Medical Professions	Anatomy and Physiology	Med Technical Careers
Networking	Computer Science	IT Essentials**	CISCO Networking**

**(articulated w/Pierce College)

Nursing	Medical Professions	Anatomy and Physiology	Certified Nursing Assistant
Technical Theater	Theater Ensemble	Theater Company	Theater Design Concepts

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

Birmingham's CTE program include regularly-scheduled time for CTE and academic course instructors to incorporate curriculum alignment and integrated projects and learning – for example in Medical pathways, the CTE teachers meet regularly with science teachers (biology, physiology) to discuss skills and knowledge acquisition and ensure progression of courses makes sense for students working toward defined academic and career goals.

We are developing advisory boards for each industry sector, which include both CTE instructors (masters in their discipline/industry), academic core teachers, and industry representatives to ensure applicable acquisition of a knowledge base that serves student academic and career goals.

Students who participate in the Drama courses are 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. Can you provide more detail to this aspect of the question?

All CTE pathway programs are equally accessible to all students. The CTE pathways are marketed equitably to all students and recruitment efforts apply to all ninth and tenth graders within the process of course planning with counselors.

The school addresses the needs of all students in career and work preparation by having a full-time Career Counselor accessible to all students on the campus. Students may seek assistance with job searches, resume writing, job applications, career interest surveys, career exploration, and identification of internships and

job shadow opportunities. The counselor also organizes Career Days with guest speakers and registers students for ROP (i.e. 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.

There are several outcomes tied to the CTE programs and their class offerings. Upon completion, students receive certifications in specific industries. Students engage in leadership opportunities through clubs and competitions related to their industry sectors. During 2016-2017, Birmingham is developing and enrolling in specific Career Training Student Organizations – CTSOs. Furthermore, instructors across the CTE program have completed or will complete additional CTE credentials.

A CTE programs goal is to ensure student access to workplace learning opportunities. Every student in every class has at least one experience via a field trip, job shadow, internship or guest speaker/guest project mentor experience.

Continuing this school year, students can work towards various performance and other measurable goals of BCCHS' CTE pathways. 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 by producing the tech for school plays and musicals. In addition to working with visiting artists and professional mentors in the field, theater students also visit studios, sets, and costume shops to gain understanding of their craft.

Computer Literary 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.

During 2016-2017, Birmingham is implementing data collection and analysis systems and are developing post-graduate survey practices to follow our students career training and employment after graduating from high school.

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

We are developing CTE Advisory Boards for each industry sector and have initiated meetings with various industry groups. We are still recruiting industry professionals to join and strengthen each board and we are partnering with our existing college partners and their boards to follow best practices in this component of a strong CTE program. When fully implemented, we will have six CTE Advisory Boards:

• Arts, Media and Entertainment
• Engineering and Architecture
• Hospitality and Tourism
• Business and Finance
• Information and Communications Technology
• Health Science and Medical Technology

Last updated: 2/23/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2290
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	15.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.0%

Last updated: 2/3/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.1%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	31.7%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.6%	24.9%	34.6%

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: 2/8/2017

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 (School Year 2016-17)

Parents are important stakeholders of the BCCHS community and there are numerous opportunities for parental involvement. As an independent charter, parent representation is required on our main governing body, 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 apprises families of the many resources offered to facilitate student achievement.

Birmingham's Assistant Principal/Director of Parental Engagement: Elena Paul (e.paul@birminghamcharter.com; 818-758-4465).

Our on-site Parent Center is staffed by our bilingual Parent Liaison: Margarita Ponce (m.ponce@birminghamcharter.com; 818-758-5281).

BCCHS maintains a *Parent* section on our website: **birminghamcharter.com**. Parents can track their child's attendance, assignments and grades by accessing the school's online AERIES Parent Portal. Parents may reach out to teachers, administration, paraprofessionals and staff through email links on the school's website and through the parent portal.

Our governance structure includes parent representation on our school board and the following sub-committees:
• Curriculum & Instruction
• Student Services
• Facilities
• Human Resources

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, 2, 3 and 4

BCCHS also offers informational presentations applicable to our families:
• LCAP Updates
• ELAC
• SAT Preparation
• Teen Depression
• College Planning
• 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

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.0%	7.2%	3.5%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	85.40	89.00	91.20	82.80	82.60	83.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
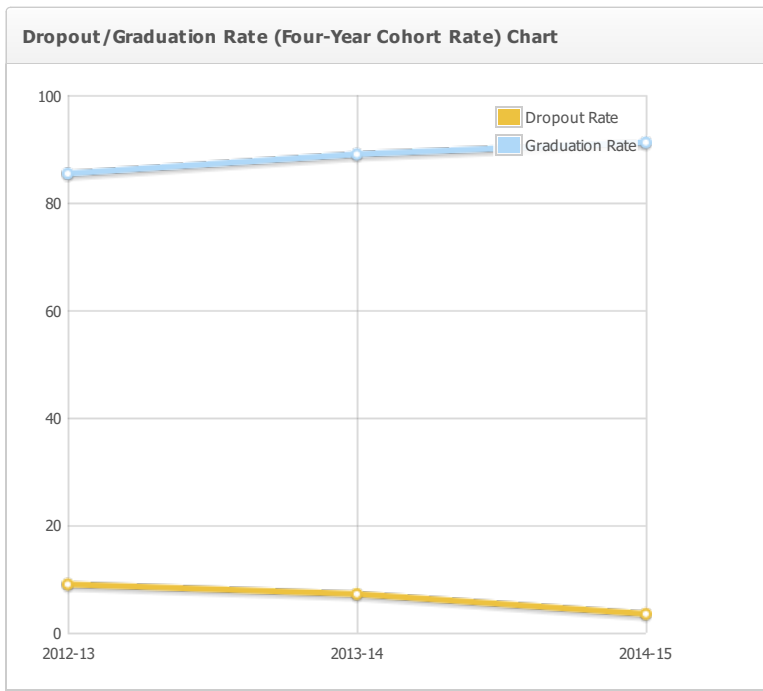
Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	--	86	85
Black or African American	--	82	77
American Indian or Alaska Native	100	80	75
Asian	--	90	99
Filipino	--	91	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	100	86	85
White	--	88	87
Two or More Races	100	93	91
Socioeconomically Disadvantaged	--	86	77
English Learners	--	39	51
Students with Disabilities	--	57	68
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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.1	3.4	2.5	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions	Expulsions
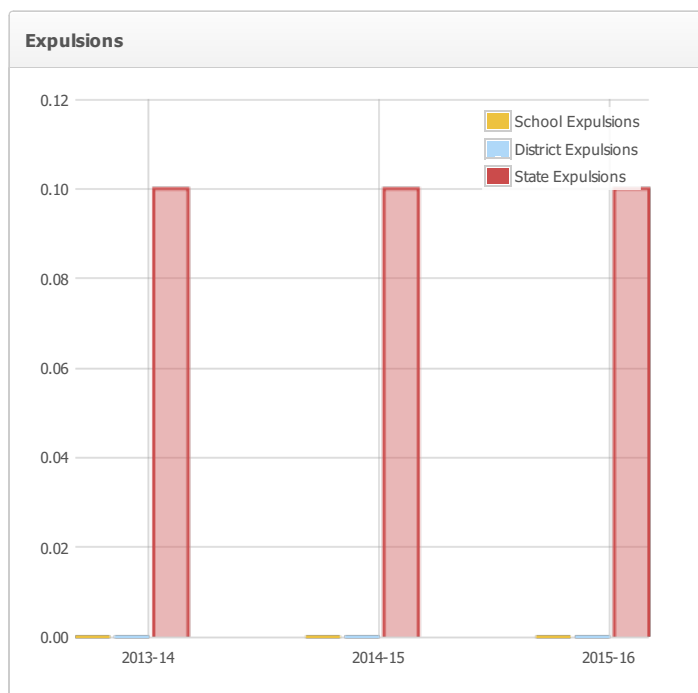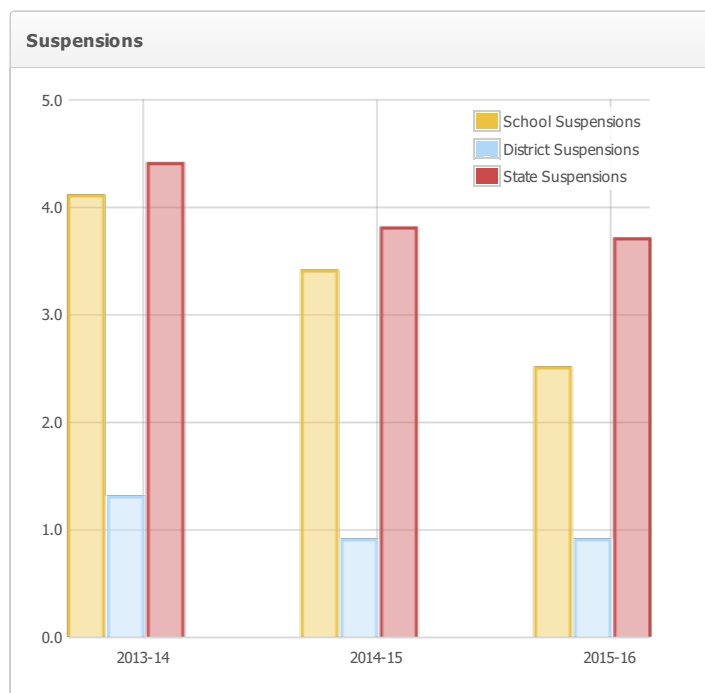
School Safety Plan (School Year 2016-17)

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 and emergencies (i.e. earthquakes, floods, bomb threats, etc.).

• Volume III is the school's Intervention & Recovery Plan after a disaster.

The revised plan will be presented to the School Site Council and Birmingham's School Board during February 2017. The previous year's edition was approved by the School Site Council and the School Board during December 2015. The plan and its details have been reviewed with the faculty and staff on 9/5/16 and 10/13/16. The Safety Plan will be presented to the PTSA on 03/21/17 and 9/19/17.

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.
- Drug sniffing dogs are brought in to deter drug use on campus
- Positive Behavior Intervention Support (PBIS) is in Stage One of implementation

Last updated: 2/23/2017

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.

Federal Intervention Program (School Year 2016-17)

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	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 2/3/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	26.8	35	62	30	27.0	30	56	36	25.0	56	39	51
Mathematics	26.5	24	53	23	27.0	28	52	18	28.6	25	47	59
Science	29.9	21	39	31	29.6	10	50	24	30.5	12	33	52
Social Science	27.7	8	33	29	31.2	10	36	31	28.2	28	26	41

* 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: 2/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	468.0
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.5	N/A
Social Worker	1.0	N/A
Nurse	1.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	9.0	N/A
Other	2.0	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: 2/8/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	$820.0	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/7/2017

Types of Services Funded (Fiscal Year 2015-16)

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:
• After-school tutoring provided by outside providers
• Before and after school tutoring available provided by credentialed, content-specific BCCHS teachers
• Credit recovery
• Full-time dedicated College and Career Counselors
• PSAT and SAT preparation for college-readiness
• On-site community college courses
• Homeless and Foster Youth Liaison
• Parent Center with bilingual Parent Liaison
• Parent Education classes and presentations
• Concentrated EL Program
• Comprehensive SpEd Program
• Extensive Student Support services
• Professional development that addresses EL and SpEd student needs

Last updated: 2/21/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,832	$45,092
Mid-Range Teacher Salary	$68,001	$71,627
Highest Teacher Salary	$80,889	$93,288
Average Principal Salary (Elementary)	--	$115,631
Average Principal Salary (Middle)	--	$120,915
Average Principal Salary (High)	$170,000	$132,029
Superintendent Salary	$170,000	$249,537
Percent of Budget for Teacher Salaries	50.0%	37.0%
Percent of Budget for Administrative Salaries	3.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
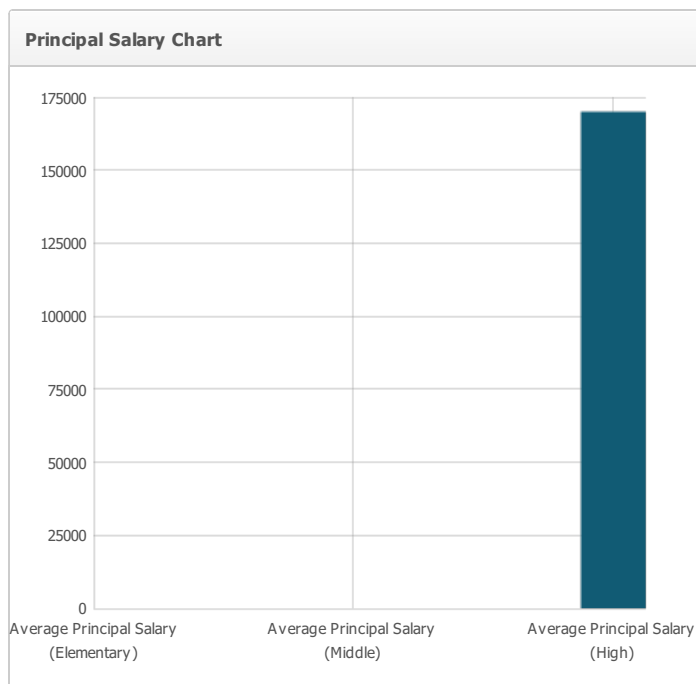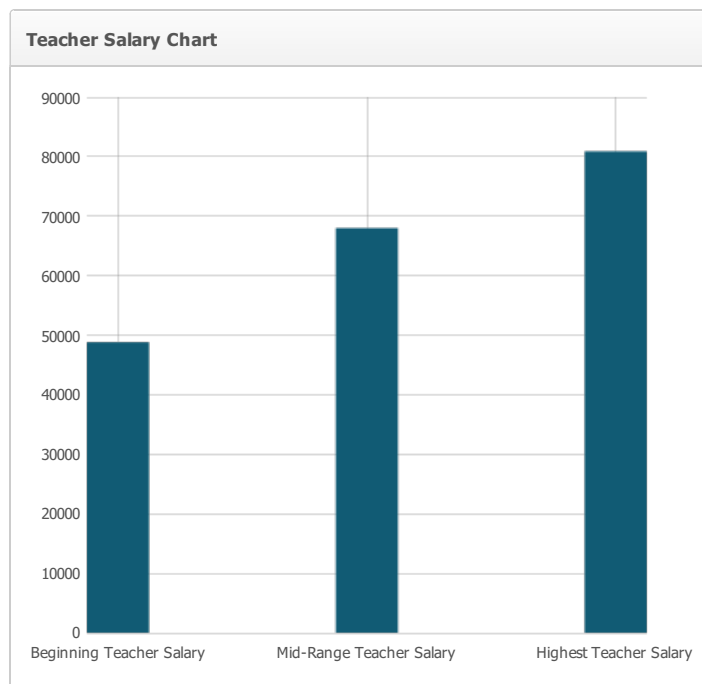
Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	6	N/A
Social Science	13	N/A
All Courses	37	18.0%

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

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

Last updated: 2/3/2017

Professional Development

1. The number of days provided for professional development and continuous professional growth in the most recent three year period.

• 2016-2017: 7.33 days (44 one-hour sessions)

• 2015-2016: 6 days

• 2014-2015: 6 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 professional development (PD) to advance common instructional techniques based on the California Department of Education's list for approved, research-based methods in order to address the needs of our targeted subgroups (English Learners, African American, Title 1, Students with Disabilities). The PD sessions this school year emphasized increased student-to-student interactions and increased rigor through questioning during class sessions in order to align with the skills and content of the California Common Core Standards.

2. Literacy and SDAIE Strategies: This is a continued focus of PD based on our English Learner (ELs) students' continued lower scores in writing, vocabulary and listening on the 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 ELs redesignate within five years of entry into California schools.

3. California Math Practice Standards: This is a continued focus of PD for our Math and Science teachers in light of the lower than desired overall and subsection proficiency scores demonstrated on the Math SBAC. The strategies identified and course plans developed support increased Math proficiency for all students.

4. Embedded Instructional Technology: This PD focus area was identified based on the technological skills required for students to be college and career ready as outlined by the ISTE Standards for Students. The Google Suite of Apps for Education align with those standards and provide teachers with the tools to increase critical thinking and independent learning skills in their students.

5. Next Generation Science Standards: This PD focus area was identified for our Science teachers in light of the California's adoption of said standards. The strategies identified and course plans being developed support and will increase proficiency in Science 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

• On-campus workshops and cohort activities

• Before and after school whole faculty, department, or small collaborative group workshops

• Off site education association conferences and workshops

• Opportunities for certificated and classified staff to self-select professional development with administrative

• Content and grade-level teacher cohorts meet frequently 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 and strategic planning based on student performance data reports occur at the department, SLC, teacher 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 biweekly leadership team meetings, weekly department chair and SLC meetings with administration.

The following chart outlines the professional development activity during Spring, Summer, and Fall 2016:

Personnel	Description	Type
Selected Teachers Administrators	PBIS – School Wide Behavior Support Implementation	Training
Selected Teachers	CADA – Leadership and Team-Building	Training; Planning
Selected Teachers Administrators	Village Nation–Leadership, Team-Building, Culture-Building, etc.	Training; Planning
All Staff	School Culture and Climate – Team-Building	Training
New Teachers	Direct Interactive Instruction – Effective Instruction	Training; Demo Lessons; Co-Teaching
Selected AP Teachers	AP Summer Institutes	Training
EL Teachers	Summer Institute & Monthly Meetings–Edge Curriculum, SDAIE, etc.	Training;Planning; Collaboration
Instructional Coaches	Support for New Teachers	Training; Planning
SLC Lead Teachers	Leadership, 21st Century Skills, Career Pathway Implementation	Training; Workshops
Selected Teachers	STEM–Course Development, Industry Partner Collaboration	Training; Workshops; Planning
Counselors	UC/CSU – Admission Support, A-G Requirements CASC – Academic Support	Training; Workshops

	NCAA – Admission Requirements	
	NACAC – Academic Support	
	FAFSA – College Financial Aid Support	
All Teachers	Educational Technology–Google Suite, Digital Citizenship,	Training; Workshops
	Blended Learning, Collaboration Tools, Effective Instruction	
Selected ELA Teachers	Curriculum Development, Grade Level Readers, Course Pacing	Planning; Collaboration
All Math Teachers	New Textbook Implementation, Use of Ancillary Tools	Training
Selected Math Teachers	Curriculum Development-Course Pacing-Common Assessment Dev.	Planning; Collaboration
Selected Soc. St. Teachers	New Textbook Implementation, Curriculum, Course Pacing	Planning; Collaboration
All ELA Teachers	ICA Grading Calibration, Use of CAASPP Exemplars	Training
All Math Teachers	ICA Grading Calibration, Use of CASSPP Exemplars	Training
Department Teachers	Lesson Development, Data Analysis, Effective Instructional Strategies, Common Lesson/Assessment Analysis	Planning; Collaboration
All Staff	Safe School Practices–Drug Awareness & Prevention, Active Shooter	Training
School Psychologist	Psychological Support for Students	Training
Compliance Officer	Title I, Homeless & Foster Youth Student Support, LCAP	Training
Administrators; Compliance Officer	LCAP Support	Training; Planning; Collaboration
BCCHS Board	Brown Act, School Board Responsibilities	Training
CBO; Selected Personnel	CASBO–Compliance, School Budgeting, Legal Responsibilities	Workshops

Selected Teachers, Administrators, & Board Members	CCSA–Effective Instruction, Development of Effective Academic Programs, Compliance, and School Board Responsibilities	Workshops
Selected Teachers	CTE–Course Articulation with community college representatives	Planning; Collaboration
Selected Classified; Administrators	Aeries–Student Information System Support/Programs	Training
Data Analyst	CALPADS, Data Support	Training
Selected Classified Staff	Office Systems, Excel, Advanced Excel, Advanced Word	Training
Human Resources Staff	Personnel Support	Training

Last updated: 2/23/2017