

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Birmingham Community Charter High School

CDS code:

19647331931047

Link to the LCAP:

(optional)

Not available at this time.

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

- *Title I, Part A*
- *Title II, Part A*
- *Title IV, Part A*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Birmingham Community Charter High School (BCCHS) is a conversion charter that offers a comprehensive education program for students in grades 9 – 12. Our student body is composed of 83% students who participate in the NSLP. Eighty-six percent (86%) of our students are Hispanic, 6% are White, 5% are African-American, and 4% are Asian, including Filipino. On an unduplicated count basis, over 97% of our student body is composed of low socio-economic status, EL, RFEP, SWD, or ethnic minority status. Overall, BCCHS has made great gains in proficiency in ELA schoolwide and for all subgroups. We continually strive to increase our math proficiency rates schoolwide and for all subgroups. As of Spring of school year 18-19, Birmingham has approximately EL population of 247 students with 127 LTELS (51%) and 55 SLIFE (22%) students new to the U.S. Although 18-19 reclassification rate was 29.6%, students with more than 3 years in the EL program compose a large part of our program at 78% of all ELs as of 2018 norm day.

Birmingham's LCAP goals are comprehensive. As social emotional factors contribute increasingly to children's ability to succeed, BCCHS is tackling student needs and challenges, not just academically, but also holistically, in order to decrease and even mitigate barriers to learning. These goals are 1) to reach proficiency for all students in core content areas; 2) to ensure all students are college and career ready; and 3) to provide a positive environment for constructive engagement of students and parents. These goals are in line with the federal provisions addressed in Birmingham's use of ESSA funds. Several programs are funded as a supplement to Birmingham's efforts vis-à-vis its state funded actions and services. In short, our programs are designed to ensure our students succeed academically and are prepared for college and careers.

Major actions reflected in Birmingham's LCAP are designed to achieve these goals. Summer orientations for incoming 9th and 10th graders have been expanded to age-appropriate programs for 11th and 12th graders. All 9th and 10th graders are double-blocked in English and math classes; it is a grad requirement to take at least 3 years of high school math. College and career readiness program is comprised of an inclusive AP offerings and schoolwide PSAT and SAT testing. Our CTE program includes 9 pathways in six industry sectors. There is schoolwide access to concurrent and articulated, dual enrollment in college courses. Robust socio-emotional supports are framed by a PBIS program and full-time health office.

Through the work and coordination of the administration, School Site Council, ELAC, PTSA, Advisory Council and the school board, Birmingham has implemented a multi-pronged strategy for using federal funds that supplements local priorities and programs funded with state funds. The major areas of focus include PD and support for all teachers in specific instructional strategies that reflect the need for differentiation for ELs and SWDs, various student learning styles, and multiple ways in which students can demonstrate mastery of content standards; academic intervention including additional support for students both during the school day and outside of the classroom; a comprehensive college and career readiness program which includes course offerings to ensure students meet graduation and A-G requirements and a fully-staffed College and Career Center (CCC); and social-emotional and behavioral programs to mitigate the many different challenges that present barriers to student learning. Details of these programs are addressed in the discussion of provisions.

Numerous data points are used to determine the effectiveness of our federally-funded programs and align with the EAMOs and targets stated in our LCAP. Key measures reviewed continuously include ELA and math SBAC proficiency, EL reclassification rate and ELPAC achievement band, CAST and NGSS proficiency, attendance and grad rates, suspension and expulsion rates, student participation and success in AP, PSAT and SAT testing, parent attendance and participation in workshops and other school-based events and information systems, and student perception of safety and security based on CHKS results.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Birmingham's community collaborates to create an academically challenging, personalized, and supportive environment that prepares individual students to pursue their post-high school academic and career goals. This mission aligns with our LCAP and ESSA goals. BCCHS is large with approximately 3,200 students enrolled; however, as a single-school charter LEA with one campus, there is increased autonomy and governance and communication amongst administration, faculty and staff is timely and effective. Over the course of the school year, the administrative team, with feedback from various stakeholder groups, proposes, develops and assesses the school's programs.

Throughout the school year, administration reviews performance data and refines actions and services to serve the needs of students schoolwide and amongst demographic and racial subgroups. Programs receiving federal funds reflect supplemental actions and services to our state grants. These programs are continually assessed for effectiveness using a variety of benchmarks that are reflective of interim markers and cumulative results. Many of these federally-funded programs must be measured by data points that aren't directly academic, such as attendance and suspension rates.

The administrative team meets twice weekly, facilitating continuity. Concurrently, the School Site Council analyzes schoolwide and subgroup performance data and determines priorities and goals for Title I. There is a two-way communication between ELAC and administration. ELAC also provides input at SSC meetings and makes recommendations of programs. In many cases, SSC ideas far exceed the school's federal allocation. The administration works closely with the Chief Business Office (CBO), and the Title I Coordinator to determine how to allocate federal funds to reflect SSC and ELAC requests along with administration's goals. At the same time, the LCAP is developed. Ideas and programs are modified, as necessary, to facilitate alignment between LCAP goals and actions and the SSC budget and plan. Other grant programs are also factored into planning. The introduction of the LCFE and the LCAP system has more effectively facilitated the alignment of federally funded programs with school programs and state funds.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single-school site LEA, Birmingham does not face the challenge of human resource allocation over several school campuses. Of the 3150 students enrolled, 83%, or 2615 students, are eligible for NSLP. According to Dataquest, in 17-18 teaching staff consisted of 141 teachers. As of May 2019, there are no misassigned teachers and two teacher vacancies. The greatest challenge the school faces in terms of educator equity is ensuring that inexperienced teachers are providing quality instruction to students. During the 17-18 and 18-19 school years, there were 15 and 8 first year teachers, respectively. Similarly, the number of second year teachers also decreased from 20 in 17-18 school year to 7 teachers in 18-19.

Teacher recruitment is a multi-step process that involves human resources, administration, teachers, and other stakeholder groups. It is Birmingham's practice not to hire teachers without the appropriate credential. If no teachers meeting the district's requirements is identified, Birmingham works with LACOE to secure a PIP or STIP for the chosen candidate. Currently, there are not any teachers at Birmingham with a PIP or STIP.

Once hired, inexperienced teachers are assigned to Cadre 1 for teachers with zero to 2 years of experience and focuses on classroom management, establishing routines and procedures, and instructional delivery. Cadre 2 is composed of teachers with 3-5 years of experience plus those teachers who have moved up into Cadre 2 and focuses on lesson planning, differentiation, and social emotional learning. Led by two district-level instructional coaches, cadre meetings are scheduled weekly. Additionally, coaches work individually with both cadre teachers and experienced teachers during and outside of class instructional time to address individual teacher needs, the overall purpose of cadre and instructional coaches is to support all teachers, not just new ones. The annual plan for the Cadre 2-year support commitment is continually adjusted to meet the needs of the particular cadre's challenges. At times, instructional coordinators support teachers for various induction program. The new teacher program is managed by one of the AP/Directors and is union sanctioned and non-evaluative. Supplementing new teacher training, school wide PD and subject-based, grade level cohorts, including ELD and SWD specialists, occurs weekly and focuses on the goals of the school. PD is designed and implemented based

on the academic and social emotional challenges of our low-income population through study of research such as “Framework for Understanding poverty.”

Assignment of specific students to classes is based on academic need and skill level. Teachers are assigned to a line of courses based on knowledge of subject, pedagogical skill, and experience, ensuring an equitable distribution of teachers across the matrix. Barriers to equitable are mitigated by ensuring that all teachers are effective and have experience in teaching students of all academic levels including SWDs, ELs, and students with gaps in previous instruction. In each school year, for example, common practice in the math department is for each instructor to teach at least one section of an invention class for students who are struggling in that content area. This practice is closely followed in all departments to the greatest extent possible in order to mitigate barriers to equity for low income students, SWDs, and ELs. Thus, this process ensures that inexperienced teachers do not have a disproportionate number of classes with low income students.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annually, Birmingham develops and evaluates its Title I Parent Engagement Policy and Home-School Compact through the use of a survey that facilitates parent input and provides the opportunity for parents to voice concerns, and make requests for additional information, services, and workshops. This survey is consolidated and aligned with questions intended for the annual LCAP stakeholder involvement process. BCCHS has also initiated grade-level parent focus groups as another venue in which to gather feedback. In addition, administration and the Title I Coordinator confer and receive input continuously from parents in SSC, ELAC, and PTSA meetings and through the 8-week parent institute, which trains parents to assist their children for academic success.

The school offers a number of informational sessions and workshops, including a parent institute for parents of ELs, intended to assist parents in understanding state standards, assessments, and Title I requirements with Back to School Night Open House and the Annual Title I meetings. Parent participation in SSC, ELAC, PTSA, school board, and standing committees ensure continuous input into the decision making process. Other opportunities for parents to engage, gather materials and receive training include our adult ESL classes and the 8-week parent institute. Grade level specific workshops include college planning and PSAT/SAT before and after testing sessions. Other activities and workshops are scheduled specifically for the needs of immigrant families, families with EL students and families with SWDs.

The school has a Parent Center that is staffed with both a bilingual, full-time Parent Liaison and a full-time EL Advisor. Translation services and translation equipment to facilitate involvement of non-English speaking parents is also utilized at numerous meetings, events and workshops. The school uses various school-home communication tools including mail, email, ConnectEd, AERIES, and student planners. A quarterly full-color, bilingual parent newsletter is mailed home four times during the school year and has information, advice, and reminders from multiple programs at the school.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single-school LEA and a charter all programs described herein are implemented at our sole campus. At Birmingham, programs and services offered to support academically at-risk students in order to close the achievement gap. To that end, the school is very focused on improving our ELA and math proficiency, offering credit recovery and academic enrichment opportunities, providing substantial college and career readiness, identifying those students that are most at-risk academically and emotionally.

The LCAP initiatives to achieve proficiency for all students include double block classes in both 9th and 10th ELA and math courses and retaining consultants from CSUN's Math Program. These LCAP services are supplemented by an extensive ESSA-funded tutoring program. The largest portion of our tutoring program involves pushing highly-trained tutors into a large number of math classes, a select number ELA classes and other core academic courses in which ELs are enrolled. This program has proven to be effective as our SBAC ELA and math has increase significantly: in ELA proficiency reached 70% last year, a 12% increase, from two years ago. There has been progress in subgroup results also: all significant subgroups posted improved ELA scores including ELs and SWDs. During the same period SBAC math increased to 29%, a 20% increase. With the exception of ELs, all significant subgroups demonstrated growth in SBAC math.

Summer school is provided largely to provide credit recovery opportunities, but there are other courses offered during the summer that are academically enriching such as SAT prep pre-AP courses. There has been large participation in our Summer school program and it has been ESSA funded over the past several years.

In order to provide students with longitudinal support in planning for life beyond high school, Birmingham's College and Career Center (CCC) has a full-time staff of 2 college counselors, 1 career counselor and a CCC assistant. Next year, an additional college counselor will be added. The strategy is to assign a counselor to each of the 10th, 11th and 12th grade level academies who will work with students through the three years leading up to graduation. It is the goal to not only increase the number of students who are accepted to post-secondary educational institutions, but also the number of students who are applying to those institutions. In the last year, the school has shown positive growth in the number of students accepted at UC/CSU schools, but there is more work to be done as the overall percentage of seniors accepted to all post-secondary education institutions decreased 4.6%.

At-risk students are also identified through analysis of the school's attendance, chronic absenteeism, suspension, expulsion, graduation, and dropout rates. Our full-time PSA counselor works with students to correct and improve attendance. In addition, the school's PBIS Program provides intervention for Tiers II and III at-risk students. Parent AERIES portal facilitates with real-time information on attendance and tardies. There is continual PD and training on best practices to ensure school safety including child abuse reporting, suicide prevention, sexual harassment, and physical, verbal and cyber bullying.

Birmingham does not operate any Targeted Assistance programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham's homeless program provides services pursuant to the McKinney-Vento Homeless Assistance Act and supports enrollment, attendance, and success of our homeless youth. The foundation of the school's services is the LEA's Board Policy #15 Education for Homeless Children and Youth Policy. The School Site Council determines the amount of ESSA funds encumbered to provide support to our homeless students and the budget is driven by prior year count of homeless students and spending for student services. Adjustments may be made during the school year, with the approval of the School Site Council, based on the number of students identified and remain homeless during the school year.

A Homeless Liaison is employed and heads the identification process at time of enrollment and whenever a student's address changes using mandated Student Residence Questionnaires (SRQs). Birmingham provides ongoing PD to faculty, counselors, and administration and in-service to admissions/records clerks and other staff on identification of potential homeless students and compliance requirements for enrollment, proper placement, transfer of credits, FERPA, checkouts, and reporting requirements. The school board is updated at least annually regarding the status of homeless youth at the school. Other functions within the school that greatly contribute to help to identify homeless students include academic counselors, deans, the PSA counselor, social workers, grade level academy clerks and the office of Admissions and Records. Employ a PSA Counselor full-time.

Resources and services provided to remove barriers and support homeless youth's equitable access to and participation in education includes providing subsidized transportation, school supplies, physical education uniforms and locks. A tiered tutoring program that includes targeted student subgroups including homeless youth is provided both during and outside the regular school day. The Homeless Liaison works closely with school counselors, social workers and other outside family service, health clinic, and social service providers to refer families for additional services when appropriate. These referrals include school-based and outside eye exams, glasses, and dental visits. Pursuant to the provisions of the McKinney-Vento Act, additional nutrition and clothing needs are addressed under the allowed circumstances.

The Homeless Liaison assists homeless students in securing no fee waivers for DMV CA ID, birth certificate, Medi-Cal IDs etc. Routine communication between liaison and homeless students is maintained to ensure student's personnel and academic status. To address the challenges of the post-secondary transition, the liaison

provides assistance in preparing to submit a FAFSA and other college application paperwork and connects graduating students with college/university offices that serve homeless.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham addresses the needs of our students experiencing both the transitions from middle school to high school and from high school to higher education and employment through a number of programs. There are Summer Freshman and Sophomore Orientation programs to facilitate successful transition from middle school to high school. Activities include meetings with parents, review of essential ELA and math skills, responsible use and policies relating to school-assigned chrome books, introduction to the school's PBIS program, and instruction in important student skills needed at the high school level. For example, during orientation, school planners are distributed and effective instruction in their effective use is provided. The EL Program includes an EL Coordinator and an EL Liaison who continually assess, place, and monitor ELs and LTELs to facilitate opportunities to reclassify.

Since academic success is tied closely to social-emotional wellness, the PBIS program includes multiple approaches to behavioral support including intervention for the most at-risk Tier II and III students. Intervention programs are incorporated both during and after the school day. In addition, the school utilizes programs to provide attendance, socio-economic, and academic support for A-A and Hispanic student subgroups and provide both in-classroom and out-of-classroom supports for students newly arrived to the U.S. and ELs. PBIS Program's effectiveness is furthered with PD and in-service regarding program implementation, in addition to ongoing support and PD for new teachers in classroom management.

Birmingham addresses the needs of students transitioning to post-secondary life. Eleventh and 12th grade orientations have been established and will focus on preparation for this transition. In order to meet graduation goals, BCCHS conducts continual monitoring of EL progress in reclassification before high school graduation and provides Summer School credit recovery courses. Birmingham's vision includes college readiness for all students. To this end, the school develops the Master Schedule to provide support and intervention to low income and other student subgroups to increase enrollment in UC/CSU aligned, A-G, honors, upper-level math and science courses, etc. facilitating greater access to college admission. All students receive school planners to foster accountability and responsibility. Summer School includes both enrichment opportunities such as pre-AP

course preparation and credit recovery. Credit recovery is also offered during the regular school year to facilitate enrollment in upper-level A-G courses.

Another Birmingham goal is to ensure every student is college and career ready. The school continues the graduation requirement of three years of Math and support students working toward the State Seal of Biliteracy. In order to prepare students for the college application process, the school has continued to offer a comprehensive readiness program which includes on-campus SAT Prep classes, annual PSAT test administration, during the school day in the Fall, for all students in grades 9-11, and annual SAT testing, during the school day in Spring, for all students in grades 11 and 12. Furthermore, the school covers the cost of SAT test result analysis to mitigate barriers to equity for low income students; an evening workshop is then scheduled to explain the SAT scores, their importance to parents, and to present post-secondary options. Birmingham promotes enrollment in SAT classes amongst targeted subgroups. For college readiness, there is expanded access to CollegeBoard Advanced Placement classes and college courses for college credit in partnership with local colleges/universities. The College and Career Center has expanded to three college counselors to ensure low income, Hispanic and A-A student subgroups as well as ELs, RFEPS, and students w/ DACA status are supported in the planning and application process. A CCR assistant also assists students with paperwork, appointments and deadlines. There are multiple grade-level college nights and parent-student workshops to advise them about post-secondary options and financial aid including parent-student workshops and informational meetings.

The CCR also has a Career Counselor who manages a comprehensive career readiness and CTE program. Birmingham continues articulation with area colleges to meet CTE pathway requirements, has expanded CTE pathways in high-growth industries, partnerships with industry professionals and corporate partners and industry certifications.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b) (13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No funds are reserved for district level activities under “Other authorized activities” on the ConApp dated 2/28/19.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham Community Charter High School, which is a single-school LEA, does not participate in this program.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please refer to note above.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable – Birmingham is a charter and a single-school LEA.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable – Birmingham is a charter and a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable – Birmingham is a charter and a single-school LEA.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham did not apply for nor receive funds for this program.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham did not apply for nor receive funds for this program.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham did not apply for nor receive funds for this program.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Birmingham transferred 100% of our Title IV-Part A allocation to Title I-Part A.

Birmingham exercises transferability of Title IV funds to Title I in order to address all three major provisions of Title IV, which include providing all students with access to a well-rounded education; supporting safe and healthy school conditions for student learning, and improving the use of technology in order to improve academic achievement and digital literacy of all students. BCCHS is a school with high percentage of low income students and the school believes that the School Site Council has the policies and procedures in place to best allocate these funds within the context of existing programs.

Two of Birmingham's LCAP goals are to ensure all students demonstrate proficiency in all content areas and increase college and career readiness for all students. The school has implemented multiple programs to ensure students receive a well-rounded education. BCCHS guidance and counseling program includes a staff of 9 academic counselors, 2 college counselors, 1 career counselor and 1 Pupil Services and Attendance counselor (PSA) who are trained and program students in order for them to graduate fulfilling UC/CSU's A-G requirements, completion of a CTE pathway, and other culminating certifications such as CA Biliteracy Seal. The counseling team works collaboratively amongst themselves and with teachers, administration and staff to ensure students have access to the school's extensive Performing and Visual Arts program (PVA), an engineering program with integrated content, and at least two, but up to four, years of foreign language education. In addition, the school has extensive accelerated learning offerings that include an Advanced Placement (AP) program, articulated and dual-enrollment in college courses, and other academic classes that facilitate students earning college credits while optimizing the opportunity to enroll in our PVA, STEM, and CTE courses.

Student safety and health directly correlate with academic success. Birmingham recognizes the importance of student physical and mental wellness and has implemented a extensive school-based mental health services in order to identify and provide supports for at-risk students and maintain student well-being school wide. Due to the challenges that our students face daily, we have staffed four full-time Psychiatric Social Workers (PSWs)

positions, one for each grade, who provide individual and group counseling for our students in need. Our PSWs and counseling staff also provide PD for teachers and staff to understand teen's social-emotional challenges, identify at-risk students, and support all students on campus.

Birmingham's PBIS program is an important factor in maintaining safe and healthy school conditions. The school has an expectation that all students and staff act respectfully towards one another and behave with integrity. The PBIS framework includes proactive strategies for defining, teaching, and supporting appropriate behaviors to achieve our goals for a positive school culture and promotion of a responsible citizenry. The program is reinforced with PD, student lesson plans, events and incentives, and a monthly newsletter.

Annually there is PD for teachers and staff relating many of the challenges that impact our low-income and other student subgroups. These PDs include stress management, bullying prevention, dropout prevention, identifying signs of anxiety and depression, suicide prevention, classroom management, and creation of healthy classroom environments with conflict resolution.

Birmingham's Technology in Education Master Plan drives a comprehensive technology program to ensure equitable and effective access to technology. The school is achieving one-to-one access to chromebooks at the beginning of the 19-20 school year. Use of and PD in utilizing Google Classrooms is commonplace as it has been in place for the past four years. We also have a full-time IT Coach/ Coordinator who is tasked with ensuring all the equipment, programs and applications available are utilized effectively to optimize the student instructional and learning experience.

TITLE IV, PART A

ACTIVITIES AND PROGRAMS

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