2018

WASC REPORT

Birmingham Community Charter High School

WASC Visiting Committee Members

Mr. Greg West
Visiting Committee Chairperson
Principal
Grimmway Academy

Mrs. Brianne Blanton
Teacher
Antelope Valley Learning Academy

Ms. Aja Marie Cordova
Deputy Director
Workforce Partnerships

Ms. Laura Ghilarducci
Fine Arts Department Chair
Foothill High School

Mr. Ezequiel Gonzalez
Principal
LAUSD/USC Cinematic Arts & Engineering Magnet

Ms. Jill McCormick
Teacher
Riverside County Education Academy

Ms. Amada Cecilia Miranda
Chief Financial Officer
Inspire Charter School

Dr. Phillip Nolasco
Assistant Principal
Montebello Unified School District

Birmingham Community Charter HS

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Francis Beltran, Classified Member
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Leslie Hernandez, Student Member
Rochelle Kronstadt, Teacher Member
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Robert Marks, Community Member
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Sandra Wignot, Certificated Member
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Virginia Witherow, Community Member

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Tracie Bowdoin, Administrative Director
Richard Prizant, Athletic Director
Ed Van Hoose, Administrative Director
Cindy Walker, Administrative Director
Missindy Wilkins, Administrative Director
Julie Zeller, Administrative Director

William Covington III, Chief Business Officer
Amy Sievers, Human Resource Director

LEADERSHIP TEAM

Department Chairs

English, Brendan Wydra
Math, Hannah Sellers
Science, Sandy Webber
Social Science, Dino Dinielli
World Languages, Rafael Sanchez
Fine Arts, Debby Epstein
Technical Arts, Bill Epps
Physical Education, LeAnne Bennett-Riley
Counseling, Sami Brown
Special Education, Lindsey Hall

Instructional Coaches

Robert Bowdoin
Tina Chaccatori
Erin Copenbarger

Coordinators/Advisors

Wendy Bader, Compliance Coordinator

Guidance Department

Sami Brown, Department Chair
Lisa Gazarian, Academic Counselor
Sandy Harwin, Academic Counselor
Rochelle Kronstadt, College Counselor/Advisor
Amy Mowry, Academic Counselor
Ana Palacios, Academic Counselor
Christopher Savage, Academic Counselor
Stephanie Scherrer, Academic Counselor
Anne Stutzman, Academic Counselor
Angela Zook, Career Counselor

WASC Leadership Team

Wesley Vaughan, Self-Study Coordinator
Isaac Alatorre, Administrative Director
Tina Chaccatori, Self-Study Editor
Erin Copenbarger, Self-Study Editor
Rochelle Kronstadt, Self-Study Editor
Elena Paul, Chief Executive Officer
Julie Zeller, Administrative Director

Focus Group Leaders

A – Leadership

Tina Chaccatori
Rafael Sanchez

B – Curriculum

Bill Epps
Debby Epstein

C – Instruction

Bob Bowdoin
Lindsey Hall
Sandy Weber

D – Assessment

Sami Brown
Erin Copenbarger
Hannah Sellers

E – Culture

LeAnne Bennett-Riley
Dino Dinielli
Brendan

Academy Leads and Administrators

CAL
Mark Signaigo, Lead
Isaac Alatorre, Administrator

MASH
Dino Dinielli, Lead
Ed Van Hoose, Administrator

Digital Media
Laura Young, Lead
Cindy Walker, Administrator

PVA
Eileen Harte, Lead
Tracie Bowdoin, Administrator

Freshman
Brittany Reisbord, Lead
Julie Zeller, Administrator

Sophomore
Michele Wydra, Lead
Missindy Wilkins, Administrator

Vision

Birmingham Community Charter High School creates opportunities for all.

Mission

Birmingham Community Charter High School strives to provide an innovate and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards, meet all graduation requirements, be responsible members of their communities, and attain the skills needed to pursue their academic, career, and personal goals.

Student Outcomes

Critical Thinkers
Academic Achievers
Responsible Citizens
Effective Communicators

Preface

Welcome to Birmingham Community Charter High School – Home of the Patriots! The BCCHS community is pleased to share this comprehensive self-study report and is proud of the school's accomplishments since the last full self-study in March of 2012. At that time, BCCHS received an accreditation term of six years with a three-year revisit. The 2012 Visiting Committee (VC) Chair, Mr. Bernie Hanlon, revisited BCCHS in March of 2015 and found the school to be making satisfactory progress in addressing the action plan items and the VC's recommendations.

Preparations for the school's March 2018 visit began in the spring of 2017. Faculty members, parents, and Board members were introduced to the self-study process and a timeline was established. All stakeholders participated in examining the school's vision/mission statement and school wide learner outcomes (SLOs). It was determined that separate vision and mission statements would serve both the student and staff populations well. BCCHS' previous vision statement was used as the basis for the current mission statement and a complementary vision statement was crafted. During this process, which included examination and analysis of performance data to determine specific student academic needs, BCCHS staff determined that the previous SLOs were applicable to the current student population and would be maintained. The proposed vision and mission statements and SLOs were shared with parent and student stakeholder groups for input and finalized in November 2017 (see p. 5).

Throughout the spring of 2017 and fall of 2018, BCCHS staff met in Focus and Home Groups to gather and analyze evidence to address the prompts for each of the categories in Chapter 3 of the self-study. Focus Groups wrote drafts of each section which were then reviewed and edited by members of the BCCHS leadership team. Using the findings of the self-study, the school identified three critical student learning needs:

1. Improve critical thinking skills of all students
2. Increase college and career readiness for all students
3. Decrease chronic absenteeism

Data pertinent to the critical student learning needs were examined and analyzed, and the action steps required to address those needs were identified and organized into a cohesive plan aligned to BCCHS' LCAP and SPSA. Special consideration was given to BCCHS' identified underperforming subgroups, English Learners, Students with Disabilities, African American students, and reasonable monitoring tools and processes were determined.

The self-study process reinforced the value of the work being done in departments to identify clear, standards-based learning targets in all courses. This work has led to greater understanding of what all students should know, understand, and be able to do in all courses. It has also reinforced the need to ensure classroom assessments are aligned to course content standards and learning targets and consistently require students to use higher critical thinking skills. While there is much work to be done to improve the academic achievement of students, BCCHS' instructional model, behavioral model, and professional development for faculty all align with and support the school's vision, mission, and SLOs.

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PROGRESS REPORT

CHAPTER 1: Progress Report

Introduction

In the spring of 2012, at the time of the last full self-study, Birmingham Community Charter High School (BCCHS) was in its third year as an independent charter high school. As a fledgling charter school, BCCHS was actively working to establish policies, programs, and practices that would fulfill its legal, fiduciary, and educational responsibilities as a California public high school. As a school that was serving a largely Hispanic and low income student population, the faculty and staff of BCCHS worked to develop an action plan that would promote elevated academic achievement, increased college readiness, and improved civic responsibility for all students. The school wide critical areas for follow-up identified by the Visiting Committee during the 2012 WASC visit supported the ESLRs, goals, and action steps outlined in BCCHS' Action Plan and highlighted additional actions the school needed to take. During the 2015 mid-cycle visit, the Visiting Committee included two more critical areas for follow-up based on the information gathered during that visit. The 2012 and 2015 school wide critical areas for follow-up and BCCHS' responses to those areas are described below.

Year	Critical Area of Need	Actions Taken	MET?	Evidence
2012	Implement a formalized certificated staff evaluation process	• Implemented formal process for evaluation of certificated staff on California Standards for the Teaching Profession • Formalized evaluation process described above into the bargaining unit agreement with UTLA • Instituted annual meetings with certificated staff to be evaluated to explain evaluation process and provide required evaluation documents • Established peer-to-peer evaluation option for qualified certificated staff members in 2014-15 school year • Established videotaping option for qualified certificated staff members to be used for one of the required observations	YES	• BCCHS-UTLA Bargaining Unit Agreement • Evaluation packet • Personnel files (HR Office) • Completed mid-term evaluations with improvement feedback • Signed final evaluations • Evaluation process in-service agendas and presentation slides • Administrative evaluation meeting calendars • Administrative sessions to calibrate evaluation ratings
2012 2015	Maintain a written and electronic Board policy manual and a process for approving administrative regulations and Board policies.	• Posted Board agendas for regular meetings 72 hours prior to scheduled date • Posted Board agendas for special and emergency meetings 24 hours prior to scheduled dates	YES	• BCCHS website • Binder in Main Office • BCCHS Board Dropbox (electronic copies of agendas and minutes) • Board meetings recordings

	Maintain accurate Board agenda and minutes as required by law.	• Posted Board agendas and minutes monthly to the BCCHS website • Maintained hard copies of Board agendas and minutes in binder in the Main Office • Established process for approval of all Board policies as Action Items at monthly Board meetings		
2012	Develop a comprehensive organizational chart for all staff, detailing the decision making process, roles, and responsibilities.	• Developed comprehensive organizational chart highlighting roles and responsibilities of each category of staff (administration, certificated, classified) • Presented organizational chart to all staff at Staff Meeting • Posted public copies of organizational chart at various locations on campus • Created clearly stated job descriptions for every staff position		• Employee Handbook • Organizational Chart • Staff Meeting agendas • Job descriptions (HR Office) • Bulletin boards in various locations

2012	Establish greater articulation between BCCHS and local community college and trade schools.	• Established partnerships with three local community colleges – LA Valley College, Pierce College, Glendale Community College – to develop articulation agreements for CTE courses related to BCCHS' career pathways
		• Established professional relationships with community college instructors to advise and support BCCHS CTE teachers
		• Increased the number of community college courses offered at BCCHS
		• Planned and executed field trips related to BCCHS career pathways to local CSU campus
			YES	• Articulation agreements with community colleges
				• Industry sector contact sheet
				  ○ CTE Advisory Board members
				  ○ Pathway support
				• BCCHS Master Schedule
				  ○ SAS
				  ○ CTE
				• College and CTE field trip log
				• Counselor articulation meeting logs (community colleges, local UCs and CSUs, local private colleges)
				• College course enrollment and course completion data of BCCHS students

2012	Increase community involvement by exploring community perceptions in order to develop a comprehensive plan to strengthen BCCHS.	• Implemented events for prospective new students and their parents
		• Placed street signage highlighting BCCHS extracurricular, athletic, academic events on streets bordering the school
		• Established partnerships with community service groups, e.g. Van Nuys Rotary, Encino Chamber of Commerce, Alpha Kappa Alpha Sorority (Sigma Lambda Omega chapter), CA League of Teachers
			YES	• New Student/Open Enrollment event postcards and publicity documents
				• BCCHS Master Calendar major events
				  ○ Every 15 Minutes
				  ○ College Fair
				  ○ Informational meetings
				  ○ Training site
				  ○ CIF-Los Angeles athletic meetings and competitions
				• BCCHS Facility Usage Calendar
				• Industry sector contact sheet
				  ○ CTE Advisory Board members

		- Developed partnerships with local industries representative of BCCHS' career pathways - Established CTE Advisory Boards for BCCHS' career pathways - Instituted Open Enrollment Days for prospective students and their parents - Hosted meetings with administrators of other schools in the Birmingham complex of schools - Provided facility usage to various community groups - Hosted College Fair open to all residents in the San Fernando Valley - Hosted various trainings open to all educators in the local area - Hosted blood drives sponsored by various organizations - Collaborated with local political offices to provide additional resources and services to families and students		- Contracts and invoices - College Fair passport - Blood drive summary sheets - PTSA meeting agendas/guest speakers (political office representatives)

2012	Continue to explore methods to effectively communicate to all stakeholders.	- Continued use of ConnectEd phone system
		- Opened access to Aeries (SIS) Parent Portal
		- Updated and made BCCHS website more user friendly
		- Implemented quarterly newsletter for parents and other stakeholders
			Ongoing	- ConnectEd log
				- Aeries Parent Portal usage log
				- Parent newsletter
				- Parent-Student Handbook
				- BCCHS website
				- BCCHS meetings agendas (staff, parents, students)
				- Email accounts
				  ○ BCCHS - staff to parents, staff to staff
				  ○ Gmail - staff to students, students to staff
				- Information mailed to students and parents
				- Parent conference logs (Aeries)
				- Individual Graduation Plans (IGP)
				- Social media accounts
				- Communication apps (Remind)
				- Video bulletins
				- BCCHS marquee

2015	Schedule regular training sessions for all Board members regarding requirements of the Brown Act, Board policy development	- Implemented annual Board training sessions on topics including the Brown Act, Board policy development, Board policy approval - Maintained records of annual training of returning Board members and initial training of	YES	- Board agendas and minutes - Board training packet

	process, Board policy approval process	new Board members regarding the topics listed above		
2015	Add "Common Core State Standards" to CA Standards to language of Goal 1 in Action Plan	● Added "CA Common Core State Standards" to language of Goal 1 in Action Plan ● Trained all certificated staff in CA Common Core ELA Standards, CA Common Core Mathematics Standards, or CA Common Core Literacy Standards ● Developed ELA and Math course pacing plans based on appropriate CA Common Core Standards ● Developed course-alike common lessons (implemented quarterly) utilizing CA Common Core ELA Standards, CA Common Core Mathematics Standards, or CA Common Core Literacy Standards	**Ongoing**	● Updated WASC Action Plan ● Professional development calendars ● Professional development sign-in sheets ● Department pacing plans ● Course-alike lesson plans

During the 2013-14 school year, the State of California began its transition to the Local Control Funding Formula (LCFF) giving school districts and charter schools more authority to decide how to spend allocated funding to effectively serve all students while increasing accountability for those decisions. This shift in the way education dollars are allocated required schools to create Local Control and Accountability Plans (LCAP) that identify, in BCCHS' case, school wide goals, accountability metrics, the actions that will be taken to accomplish those goals, and the budget identified to accomplish those actions. The State of California identified 8 State Priorities that must be addressed in all school and district LCAPs to ensure that educational programs and systems are balanced and equitable for all students.

From the time of the initial transition to LCFF to the present, BCCHS has worked to develop an annual LCAP that addresses the needs identified by student achievement data, incorporates the goals outlined in both the WASC Action Plan and School Plan for Student Achievement (SPSA), supports the school goals aligned to the 8 State Priorities, and responsibly allocates funds to carry out all of the former. During this time, BCCHS has remained committed to establishing and implementing policies, programs, and practices that promote elevated academic achievement, increase college readiness, and improve civic responsibility for all students to ensure that all students are effectively prepared to pursue their post-secondary goals. The table below highlights the alignment of BCCHS' efforts to achieve its WASC goals with the 8 State Priorities identified in LCFF law.

Priority 1

	2011-12		2017-18	
Personnel	Certificated Non-Admin ♦ Psych Social Worker - 0 ♦ Pupil Serv/Att Counselor - 0 ♦ Career Counselor - 0 ♦ College Advisor - 1 ♦ Academic Counselor - 7 ♦ Instructional Coach/Coord - 1 ♦ Teacher – 99	108	Certificated Non-Admin ♦ Psych Social Worker -2 ♦ Pupil Serv/Att Counselor - 1 ♦ Career Counselor - 1 ♦ College Advisor - 2 ♦ Academic Counselor - 8 ♦ Instructional Coach/Coord - 2 ♦ Teacher - 139	155
	Classified Staff		Classified Staff	
	Administrators ♦ Certificated - 5 ♦ Classified - 0	5	Administrators ♦ Certificated - 8 ♦ Classified - 2	10
	Other Personnel ♦ Professional Expert - 1 ♦ DIS Counselor - 0	1	Other Personnel ♦ Professional Expert - 4 ♦ DIS Counselor - 1	5
	Mis-assignments	8	Mis-assignments	0
Facilities	Classrooms	87	Classrooms	119
	CTE Redesigned Classrooms/Space ♦ Medical Occupations	1	CTE Redesigned Classrooms/Space ♦ Culinary ♦ Medical Occupations ♦ Engineering ♦ Digital Media ♦ Horticulture ♦ Performing Arts	6
	Office Furniture - Upgrades ♦ All furniture from time prior to charter conversion	0%	Classroom Furniture - Upgrades ♦ 100% replacement of student furniture (exception: teacher preference based on curricular content)	100%
	Filtered water dispensers	0	Filtered water dispensers	13
	ADA compliant walkways	0	ADA compliant walkways	100%
	ADA compliant restrooms	Some	ADA compliant restrooms	100%
			Office Furniture ♦ continual replacement cycle, as needed	-

Category				

Facilities			Modernization projects
			♦ Air conditioning
			♦ School lights
			♦ School buildings paint
			♦ Stadium
			   • Bleachers
			   • Scoreboards
			♦ Main gym
			   • Bleachers
			   • Floors
			   • Backboards
			   • Scoreboard
			♦ Weight rooms
			♦ Baseball locker room
			♦ Soccer field bleachers
			♦ Music storeroom
				13

	Textbooks ♦ One core text per student	100%	Textbooks ♦ One core text per student	100%

Instructional Materials	Technology
	♦ Students
	   • Computer labs – 4 (144)
	   • Chromebooks - 0
	   • TI-83 calculators – 40
	   • Scientific Calculators - 0
	♦ Staff
	   • Desktops - 120
	   • Laptops - 0
	   • iPads - 150
	♦ Additional
	   • Doc cameras - 0
	   • LCD projectors - 0
	   • SMART projectors - 0
	   • SMART boards - 3
	♦ Software
	   • READ 180
	   • Aventa
	   • Data Director
	   • Adobe
	   • CAD
		457 Units	Technology
			♦ Students
			   • Computer labs – 13 (468)
			   • Chromebooks - 3500
			   • TI-83 calculators – 100
			   • Scientific Calculators - 340
			♦ Staff
			   • Desktops - 100
			   • Laptops - 50
			   • iPads - 10
			♦ Additional
			   • Doc cameras - 119
			   • LCD projectors - 119
			   • SMART projectors - 22
			   • SMART boards - 3
			♦ Software
			   • Achieve3000
			   • Accelerate
			   • EADMS/IO
			   • Adobe Suite
			   • CAD
			   • Pearson Realize
			   • Acellus
			   • Unique Learning
			   • Microsoft Office
			   • Nearpod
			   • Quizlet
			   • Kuta
			   • Desmos
				5331 Units

		Supplemental Materials ♦ Instructional equipment ♦ Consumable instructional materials	
		Total Instructional Materials expenditure per pupil - $222	

Throughout the past six years, BCCHS has endeavored to provide basic services to its students to ensure all students have access to a rigorous standards-based curriculum, to meet their academic needs, and to implement effective technology tools for the classroom. Numerous changes in certificated staff have been made to meet the identified academic and social-emotional needs of students. Modernization projects have created classrooms that are now more conducive to learning and facilities that are able to safely and effectively accommodate BCCHS' vibrant extracurricular programs. New Math, Social Studies, World Languages, Health, and AP textbooks have been purchased during the last two years; new English Language Arts and Science textbooks are scheduled to be purchased for or during the 2018-19 school year. Classroom have been updated with both teacher and student technology tools, and implementation of a one-to-one Chromebook program is scheduled for the 2018-19 school year.

Priority 2

	2011-12	**2017-18**
Implementation of content & performance standards for all students	ELA ELD Math Science Social Studies Physical Education World Languages Health Fine Arts	ELA (CA CCSS) ELD Math (CA CCSS) Science (NGSS) Social Studies Physical Education World Languages (ACTFL) Health Fine Arts CTE
Providing professional learning for teaching the standards	ELA ELD Math Science	ELA CCSS ◊ Action Learning Systems Math CCSS ◊ Action Learning Systems ◊ UCLA - Center X Literacy CCSS ◊ Action Learning Systems ◊ All teachers other than Math and English NGSS ◊ CA County Offices of Education Other ◊ AP ◊ DII ◊ UDL ◊ EL ◊ Co-teaching ◊ CTE
Making available instructional materials aligned to standards	Textbooks Software Supplemental Materials ◊ Great HS (book)	Textbooks Software Supplemental Materials ◊ Common Core Companion – Jim Burke

Identifying areas where staff needs to improve Instruction	Student data trends
	Classroom observations
		Student data trends
		    BCCHS SBAC Math: 24.1%
		    SPED SBAC ELA: 17%
		    SPED SBAC Math: 0%
		    EL SBAC ELA: 2%
		    EL SBAC Math: 3%
		Classroom observations

Progress in courses other than those currently included in CAASPP	Science ♦ Content-specific CST science tests ♦ 10th Grade Life Science test ♦ AP Science tests ♦ Site-based formative assessments Social Studies ♦ Content-specific CST social studies tests ♦ AP Social Studies tests	Science ♦ Site-based formative assessments (phased out) ♦ EADMS formative assessments (2018-19) ♦ NGSS-aligned unit tests ♦ NGSS pilot and field tests » 11th grade in 2016-17 » 12th grade in 2017-18 » 11th grade NGSS test

◆ Site-based formative assessments

World Languages
◆ AP World Language tests
◆ Site-based formative assessments

Social Studies
◆ Site-based formative assessments (phased out)
◆ EADMS formative assessments (2018-19)

World Languages
◆ Site-based formative assessments (phased out)

Ensuring that all students have access to a rigorous standards-based curriculum is a critical component of BCCHS' mission. In order to honor that commitment to its students, BCCHS has designated resources to provide its teachers with the training and support needed to understand the current California standards - Common Core ELA Standards, Common Core Mathematics Standards, Common Core Literacy Standards, Next Generation Science Standards - on a deep level and prepare and deliver meaningful learning experiences so students can master the skills and content described in those standards. In addition to the formal training and professional development sessions outlined above, BCCHS has provided, and will continue to provide, regularly scheduled time for teachers to participate in collaborative planning and data analysis sessions to support improvement of student achievement in all content areas.

Priority 3

	2011-12	2017-18
Input in decision-making	SSC ELAC PTSA	SSC ELAC PTSA Boosters Parent Board member Ad Hoc Committees Volunteers
Participation in programs for unduplicated pupils	Back to School Night/Open House 4 A's ● Academic events ● Athletic events ● Arts events ● Activities Parent Meetings ● College Information Nights ● Small Learning Community Meetings ● Program specific meetings	Monthly Academy Academic Recognition Dinner Multi-Lingual Student Dinner Back to School Night/Open House 4 A's ● Academic events ● Athletic events ● Arts events ● Activities Parent Meetings ● College Information Nights ● Grade Level Meetings ● Orientation Meetings ● Program specific meetings
Parent Communication	Website ConnectEd messages Parent conferences Phone calls	Website - updated ConnectEd messages Newsletter Parent conferences Phone calls Remind App AERIES
Parent Education	School-created parent education classes	PIQE(Parent Institute Quality Education) FACTOR (Families Acting Toward Results) ESL Classes
Family Engagement Resources	Parent Center Parent Liaison Student-Parent Handbook in English only	Parent Center Parent Liaison Student-Parent Handbook in English and Spanish "Because I Love You" Parent Support Group Quarterly Newsletter (English & Spanish)

BCCHS believes that the involvement of parents and families is integral to the success of its students and to the well-being of the school as a whole. Families are welcomed as partners in their children's education and are encouraged to give valuable input and participate in important decisions about the school's academic and enrichment programs. Recognizing the importance of parent input, the school has made a concerted effort over the last six years to increase opportunities for parents to become involved in school programs and activities and to increase the number of parents participating in each event or activity. Communication with parents has increased with the addition of an updated school website, a quarterly

school newsletter, and regularly administered parent surveys. The school uses this information to create an annual action plan to address identified parent needs.

Priority 4

	2011-12	2016-17
Performance on CST/CAASPP assessments	ELA CST ➲ Combined = 45.6% ➲ Proficient = 30.9% ➲ Advanced = 14.7% Math CST ➲ Combined = 13.6% ➲ Proficient = 11.9% ➲ Advanced = 1.7%	ELA SBAC ➲ Combined = 62.9% ➲ Meets = 36.43% ➲ Exceeds = 26.47% Math SBAC ➲ Combined = 24.1% ➲ Meets = 18.52% ➲ Exceeds = 5.64%
API/Dashboard *** indicates "maintained"** **+ indicates increase from previous year** **- indicates decrease from previous year**	API = 722 ➲ 800 target ➲ 1000 possible	Suspension Rate ☐ ➲ + rating ➲ 2.4% EL progress ☐ ➲ rating ➲ 81% Graduation rate ☐ ➲ + rating (positive) ➲ 93.8% Student Achievement ELA ☐ ➲ * rating ➲ 62.9% Math ☐ ➲ rating ➲ 24.1%
AYP/ Local Indicators	Met ➲ CAHSEE ➲ AMOs ➲ Academic Performance Index ➲ Graduation Rate	Met ➲ Basics - teachers, instructional materials, facilities ➲ Implementation of academic standards ➲ Parent engagement ➲ Local climate survey
College and career readiness **(A-G completion rate, CTE pathway completion rate)**	A-G completion rate = 29.9% CTE completion rate = NA SAT average score = 844 ➲ English = 420 ➲ Math = 424 ACT average score =18.69	A-G completion rate = 41.3% CTE completion rate = 21.8% SAT average score = 870 ➲ English = 436 ➲ Math = 434 ACT average score = 19

% ELs who Progress in English Proficiency	• Data not available (DNA)	81% ☐
EL Reclassification Rate	• Number of LTELs = DNA • Rate = 5.7%	• Number of LTELs = 154 • Rate = 19%
AP Passage Rate (3 or higher) and participation rates	• Number of AP courses: 12 • Number of AP sections: 21 • Number of tests administered: 579 • Passage rate: 36% • Participation rate: 19.5%	• Number of AP courses: 19 • Number of AP sections: 37 • Number of tests administered: 956 • Passage rate: 59.1% • Participation rate: 23.6%

Priority 5

	2011-12	2016-17
Student enrollment	2844	3161
Attendance rate	96.1%	94.7%
Chronic absenteeism rate	N/A	14.9%
Dropout rate	7.1%	5.24%
Graduation rate	89.6%	93.8%

BCCHS' chronic absenteeism rate data were not available for the 2011-12 school year so a comparison with 2016-17 data cannot be calculated. In light of the efforts BCCHS has made to increase the graduation and A-G completion rates, the dropout rate has subsequently decreased for all subgroups since the 2011-12 school year. Those efforts have included:
- Increasing the number of counselor conferences per student per year
- Increasing the number of graduation checks per student
- Increasing credit recovery opportunities
- Expanding availability of alternate programs for completion of graduation requirements

Priority 6

	2011-12	2016-17
Suspension Rate	8.3% 241 students suspended	2.4% 82 students suspended
Expulsion Rate	0.41% 12 students expelled	0.15% 5 students expelled
Local Indicator (Surveys)	School Climate Survey	California Healthy Kids Survey (CHKS) LCAP Survey School Climate Survey

BCCHS is committed to providing a safe school environment in which effective teaching and meaningful learning can take place. To guarantee the safety of students, teachers, staff, and visitors, the school identifies itself as a drug-, weapon-, and gang-free zone and actively promotes policies and practices to support that. The number of suspensions has decreased significantly because of the consistent use of alternate means to correct and redirect negative student behavior. A drug rehabilitation agency meets weekly with students who have been suspended more than once for the use or possession of drugs to promote long-term changes in student thinking and behaviors. The Psychiatric Social Worker meets with students who are involved in more than one fight to provide those students with strategies to manage anger without the use of physical violence. Some freshman classes receive instruction in pre-drug education to prevent later drug use, and expulsions are now limited to those mandated or recommended by the state of California.

It is important to note that while BCCHS has one of the lowest suspension and expulsion rates in Los Angeles County that information is not reflected on the CDE Dashboard. For example, the five students expelled in the 2016-17 school year represent a 500% increase over the one student expelled in the 2015-16 school year. While these five students make up less one percent of the total BCCHS student enrollment, the CDE calculator only takes into consideration the number of expulsions in a year compared to the number of expulsions the previous year.

Priority 7

	2011-12	2016-17
Access to broad course of study	A-G approval – 71 courses approved • 84.5% of all eligible courses approved Honors offerings – 11 courses AP offerings – 11 courses	A-G approval – 100 courses approved • 83% of all eligible courses approved Honors offerings – 17 courses AP offerings – 18 courses
Enrollment in broad course of study	A-G enrolled • A (Social Studies) = 100% • B (Mathematics) = 86.4% • C (English) = 100% • D (Science) = 100% • E (LOTE) = 53% • F (VAPA) = 100% • G (Other electives) = 100% Honors enrollment: 29.8% AP enrollment: 14.1%	A-G enrolled • A (Social Studies) = 100% • B (English) = 100% • C (Mathematics) = 94.7% • D (Science) =100% • E (LOTE) = 76.8% • F (VAPA) = 100% • G (Other electives) = 100% Honors enrollment: 37.1% AP enrollment: 19.8%
Support Courses	English: ➲ Strategic Literature Math: ➲ Basic Math	English: ➲ Enhanced Literature (Honors) ➲ Humanities (Support) ➲ Writers Workshop (Support) ➲ ELD 9 ➲ ELD 10 ➲ ELD 11 ➲ Literacy & Language Math: ➲ H Algebra Support (Honors) ➲ H Geom Prep (Honors) ➲ SBAC Math (Support) ➲ Algebra Support (Support) ➲ Algebra Topics (Support) ➲ Geometry Prep (Support)
EL courses	ESL 1-4 • Number of sections: 3 blocks • Number enrolled: 58	ELL 1-4 • Number of sections – 5 blocks • Number enrolled - 90 LTEL ELD • Number of sections – 6 • Number enrolled - 164
SPED courses	Alternative curriculum (CBI) sections = 5 SDC sections = 27 RSP sections = NA Co-taught sections = 0	Alternative curriculum (CBI) sections= 12 SDC sections = 38 RSP sections = 108 Co-taught sections = 31
Other Courses Required for Graduation	Health Physical Education ESL 1-4	Health Physical Education ELL 1-4
College courses	Number offered: 4 • English 101 • Anthro 121 • Anthro 101	Number offered: 20 • History 2 • English 101 • Psychology 1

	• English 28
	Number enrolled: 100
	Number of institution:
	    • Los Angeles Valley College
		• Art 102
		• English 103
		• Broadcasting 1
		• Cinema 105
		• Sociology 1
		• Adm Justice 1
		• Afr Am Stud 5
		• Pol Science 1
		• Cinema 107
		• English 28
		• Italian 1
		• Psych 41
		• History 43
		• Dance 225
		• Kinesiology
		• English 28
		• English 21
		Number enrolled: 564
		Number of institutions - 2
		    • Los Angeles Valley College
		    • Los Angeles Pierce College

CTE courses	Number of industry sectors - 3 Number of career pathways - 3	Number of industry sectors - 6 Number of career pathways - 9
Online Programs via vendors	Programs: 1 Number enrolled: 200	Programs: 2 Number enrolled: 80

Extracurricular programs	Non A-G electives (does not include CTE)
	    • ESL 1-4
	    • Basic Math Prep 9
	    • Strategic Literature
	
	Number of sports offered: 24
	Number of student athletes: 1137
	Number of students in student leadership: 40
		Non A-G electives (does not include CTE)
		    • English Language Development
		        • ELL 1-4
		        • ELL Humanities (Support)
		        • ELD 9-11 (LTEL Support)
		        • Intervention
		        • SBAC Prep
		        • Algebra 1 Support 9
		        • Algebra 1 Topics 10
		        • Geometry Prep
		
		Number of sports offered: 26
		Number of student athletes: 1452
		Number of students in student leadership: 81

Occupational programs and adult school	Number of institutions 3 Number enrolled 15	Number of institutions 5 Number enrolled- 100
Non-transcript courses	• SAT prep • YPI • CAHSEE boot camp • CST prep	• SAT prep • YPI • CELDT boot camp

Priority 8

	2011-12	2016-17
SAT and ACT Scores		
College going rate	Community colleges: 44% Universities: 20% Military: 1% Occupational: 3% Work: 8%	Community colleges: 46% Universities: 32% In-State Privates: 3% Military: 3% Occupational: 1% Work: 8%
FitnessGram	Passage rate: DNA	Passage rate: 42.4%
Gold Seal Certificates	Number awarded = DNA	Number awarded = 106
Bi-Literacy Seals	Number awarded = DNA	Number awarded = 61
Community Services Group	Participation numbers ● Knights & Ladies - DNA	Participation Numbers ● Knights & Ladies - 122 ● YPI - 115 ● Feed the Mouth Club
Leadership Groups	Participation numbers: ASB- 40 Renaissance- 0 Grade level council - DNA Student Council - DNA Club Presidents - 20 Peer College Counselors - 32	Participation numbers: ASB - 54 Renaissance - 14 Grade level council – 16 ➲ 4 officers per grade level ➲ numbers of members in each council varies Student Council - **15** ➲ Consists of ASB Executive Board and Grade Level Councils Club Presidents - 58 Peer College Counselors - 46
Activities	➲ Number of chartered Clubs - 20 ➲ Dance Participation - 1 dance per year	➲ Number of chartered clubs - 58 ➲ ASB collects pennies for Leukemia patients annually ➲ Blood drive - 146 pints ➲ Dance Participation 5 dances attended by approximately 800 students each dance

		⮕ Feed the Mouth Club assembled care packages and sack lunches for the homeless
Academic Association Groups	National Honor Society Academic Decathlon	National Honor Society Academic Decathlon
Internships/Industry Organizations	HOSA	CCAP

BCCHS' vision is to "create opportunities for all students" to be successful during the time they are enrolled at BCCHS so they can pursue any goals they choose for themselves upon graduation. Traditional academic achievement data, SBAC and SAT scores for example, provide information about the progress students are making toward college and career readiness. BCCHS recognizes the value of less traditional data, however, to provide additional information about the readiness of its students to pursue their post-secondary goals. Over the course of the last six years, BCCHS has implemented programs and supported activities that encourage students to become active participants in campus life and provide them with opportunities to grow as leaders.

CHAPTER 2

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

CHAPTER 2: Student/Community Profile Data and Findings

Demographic Data

The Community

Birmingham Community Charter High School (formerly Birmingham High School) is an independent conversion charter high school located in the heart of the San Fernando Valley. Birmingham was originally founded in 1953 as a 7–12 grades combined high school. It became solely a senior high school in 1963. On July 1, 2009, the LAUSD Board of Education voted to allow the high school to become an independent charter school under the name Birmingham Community Charter High School (BCCHS). Birmingham Community Charter High School strives for academic excellence, articulation between grade levels, stability and continuity in our community. The student body in 2017-2018 is ethnically, racially, linguistically, culturally, and economically diverse and represents over 50 zip codes in the greater Los Angeles area.

The target student population for BCCHS includes those students in the former attendance area of Birmingham Senior High School ("BHS"), as well as all others who wish to attend the school, subject to capacity. Enrollment typically comes from the traditional attendance area neighborhoods and feeder middle schools (Mulholland, Portola, Northridge, Fulton, Holmes, and Millikan). A comprehensive educational program with diverse academic course offerings is accessible to all students, including students achieving at a level significantly below their peers, mid-range students, gifted and talented students, students receiving special education or related services, Limited English Proficient students, and students who are members of ethnic groups under-represented in colleges and universities.

The demand for our educational program has risen steadily over the past four years, with a growing waiting list. This is evidenced by BCCHS' increased enrollment to just under 3200. We continue to innovate in our instructional practices, attracting students and families from all over the San Fernando Valley and areas throughout Los Angeles. BCCHS has established clear expectations for all decision making based upon the direct effect on student achievement through the new English Learner Advisory Council (ELAC), School Site Council (SSC), and Board Governance expectations for the dissemination of school performance data and decision making linked to student achievement at the committee and Board levels. A comprehensive effort to engage all stakeholders is utilized for the development, review, and monitoring of the Single Plan for Student Achievement aligned to data-based decisions.

School Environment

BCCHS provides an environment conducive to high student achievement and a customized and accountable learning program. It is safe, orderly, and supportive. BCCHS provides a variety of extra-curricular activities, clubs, and athletics to serve the social, emotional, and physical needs of all students. School wide standards for student behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are systematically addressed through the Student Success Team ("SST"), tutoring, and the Dropout Prevention efforts of all counseling staff and psychological service

providers to minimize their levels. All faculty, staff, parents, and students demonstrate collaboration and mutual respect to ensure a safe and productive educational learning environment.

WASC Accreditation History

BCCHS is committed to preparing students for college and careers with a comprehensive educational program that provides an innovative learning experience. The school community, including students, parents, faculty, staff, administrators, and community partners, has made great strides toward achieving our mission since the last full self-study in 2012.

BCCHS' goal is to further develop learning or educational opportunities for students to apply their developing knowledge to real-world situations. The school aims to prepare students for the practical challenges and experiences they will face in both post-secondary higher education and careers. To ensure organizational success and student success, the school:

- Continues to monitor our gains and challenges with an eye toward revision and flexibility;
- Reviews and analyzes data often;
- Responds appropriately and effectively to conclusions arising from the analysis of school achievement data;
- Meets the needs of students and families through policies and programs developed and or approved by Board Committees;
- Operates a fiscally sound, economically efficient educational program.

Community stakeholders are engaged by individualizing instruction for students and actively listening to faculty and staff. The school continues to attract more students each year and cultivate student engagement by providing relevant, technology-based educational opportunities geared toward career opportunities. In so doing, the school's goal is to graduate all students with competitive skill sets they can immediately employ in post-secondary higher education and careers.

BCCHS is committed to educating learners at all levels and fostering a learning environment that employs innovative strategies to all engage students and maintain a safe learning environment in which performance expectations are high. BCCHS is responsive to the unique needs of all students, encouraging personal growth, civic responsibility, and a personal investment in learning. Focus for the 2017-2018 school year continues to be on closing the achievement gap between the Birmingham Community Charter High School student subgroups. Student subgroup data indicates that although student performance continues to increase, greater intervention is needed to ensure that all students reach proficiency.

Enrollment

Over the past six years, BCCHS has seen an increase in student enrollment. Enrollment steadily grew from 2923 in the 2012-2013 school year to 3154 in the 2017-2018 school year, representing an increase of approximately 231 students. BCCHS takes great pride in the increased number of students who select BCCHS as their school of choice. About 60% of all students reside outside of the traditional BCCHS attendance area. Enrollment by gender is relatively similar to neighboring districts creating a balance between the male and female students.

Birmingham Community Charter High School
Total Enrollment: 2012-2017

9-12 Enrollment (y-axis):
- 2012-2013: 2,923
- 2013-2014: 3,145
- 2014-2015: 3,269
- 2015-2016: 3,278
- 2016-2017: 3,161
- 2017-2018: 3,154
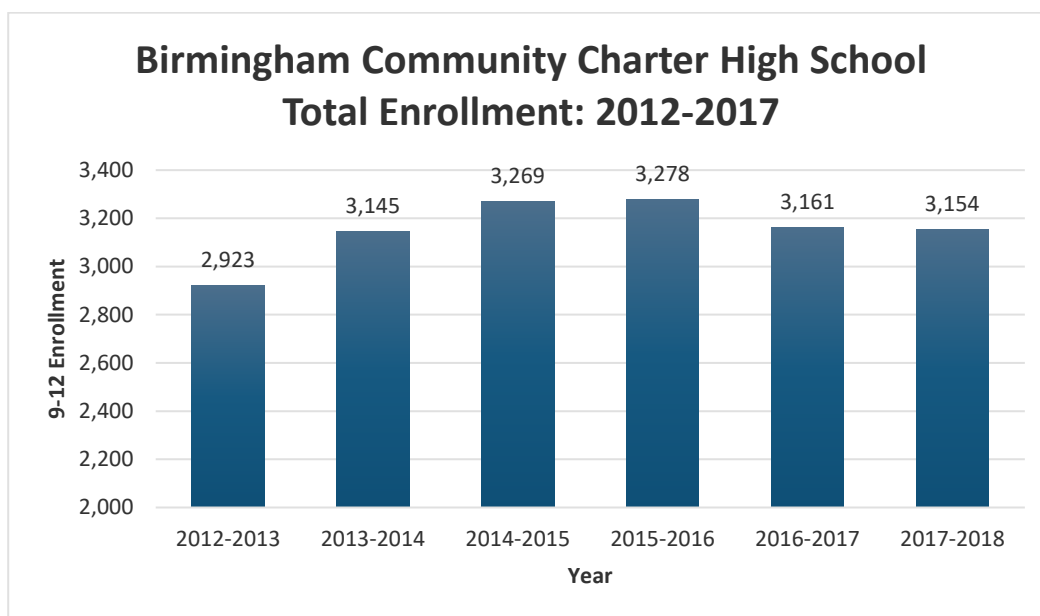
While BCCHS has maintained a steady enrollment above 3000, the Los Angeles Unified School District (LAUSD) has experienced a significant student enrollment decline over the last four years.

Los Angeles Unifed School District Total
Enrollment: 2012-2016

District Enrollment (y-axis):
- 2012-2013: 655,494
- 2013-2014: 653,826
- 2014-2015: 646,683
- 2015-2016: 639,337
- 2016-2017: 633,621
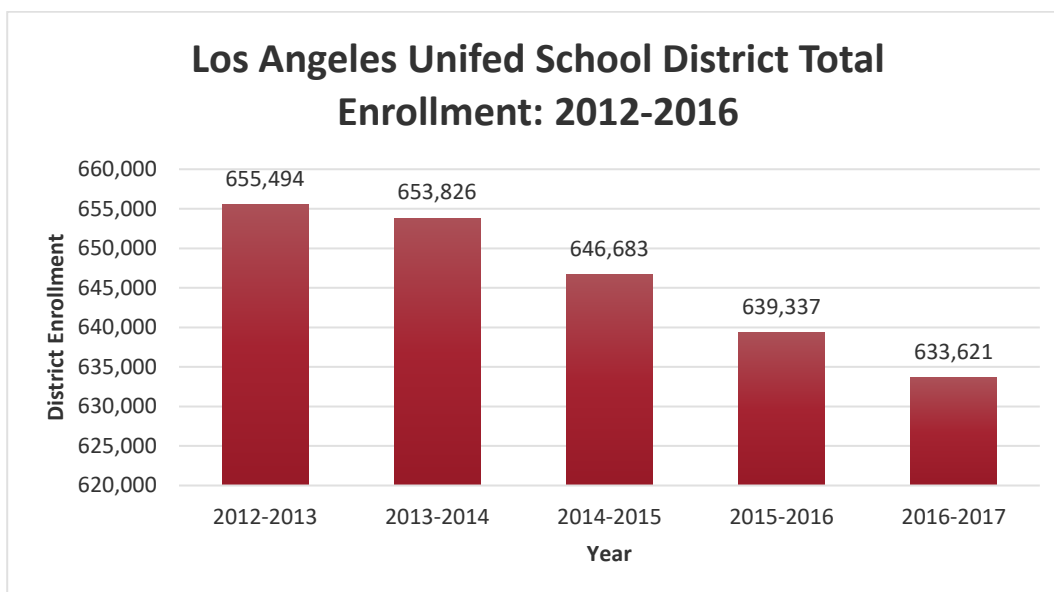
In contrast to LAUSD, which has seen an annual decrease in enrollment, BCCHS has maintained a positive enrollment trajectory and has demonstrated an ability to retain students who have many other options both at the district and other local charter schools.

Norm Day vs Cumulative Enrollment

Year	Norm Day	Cumulative
2012-2013	2,923	3,156
2013-2014	3,145	3,328
2014-2015	3,269	3,424
2015-2016	3,278	3,461
2016-2017	3,161	3,359
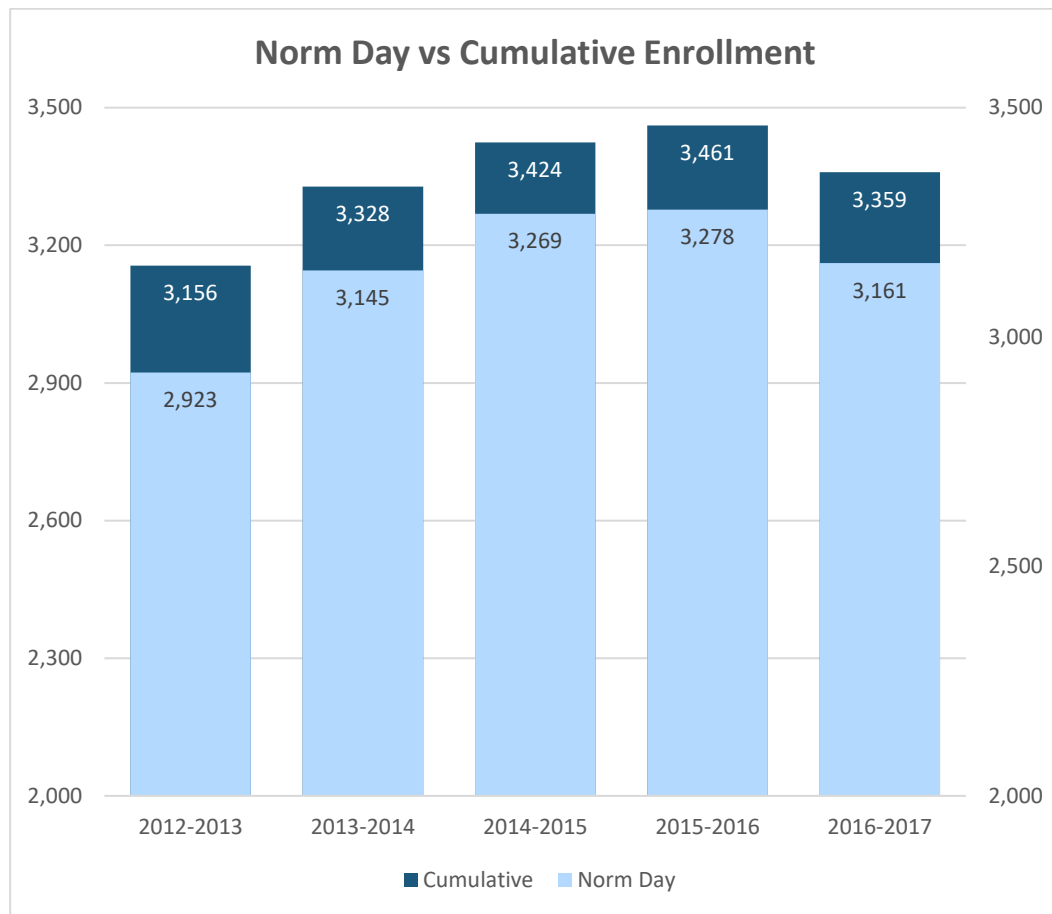
The graph above indicates the number of students enrolled on Norm Day* versus the number of students that enroll throughout the school year. Although we experience a loss of 100 students per year, the enrollment number hovers around 3000 by the end of the school year.

***Norm Day is the LAUSD deadline for annual CALPADS and ADA reporting.

Enrollment by Ethnicity

BCCHS has always been a rich multicultural place of learning for students. The majority of our student population is Hispanic which has increased through the years. All other ethnic populations have remained steady with the exception of students of two or more races which has increased slightly and the African American population which has decreased slightly.

ENROLLMENT BY ETHNICITY (2012-2017)		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
AI/Ask	No.	10	10	9	6	3	0
	%	0.3	0.3	0.3	0.2	0.1	0.0
Asian	No.	48	51	51	56	46	43
	%	1.6	1.7	1.6	1.7	1.5	1.4
Filipino	No.	69	68	75	85	67	69
	%	2.4	2.2	2.3	2.6	2.1	2.2
Pac Islander	No.	14	8	5	4	2	5
	%	0.5	0.3	0.2	0.1	0.1	0.2
African American	No.	212	203	181	145	138	128
	%	7.3	6.5	5.5	4.4	4.4	4.0
Hispanic or Latino	No.	2,335	2,552	2665	2706	2661	2670
	%	79.9	81.1	81.5	82.6	84.2	84.7
White (not Hispanic)	No.	222	231	260	242	197	187
	%	7.6	7.3	8.0	7.4	6.2	6.0
Multiple or No Response	No.	13	22	23	34	47	52
	%	0.4	0.7	0.7	1.0	1.5	1.7
TOTAL		2923	3145	3269	3278	3161	3154

Grade Level and Gender

There was an increase in the number of incoming freshmen, with this demand in enrollment surpassing our capacity. Several factors contribute to the interest of students enrolling at BCCHS including:

- School for Accelerated Studies program
- Academies
- Academics
- Sports Program
- High Graduation Rate
- Fine Arts extracurricular activities

Table 1a

TOTAL ENROLLMENT BY GRADE LEVEL 2017-2018		
Grade	Number of Students	% of School
9	811	25.7%
10	756	24.0%
11	779	24.7%
12	808	25.6%
Total	3154	100%

Enrollment for the 2017-2018 school year is fairly even across all grade levels. This demonstrates our ability to attract and retain students which contributes to our high graduation rate (93.8%) relative to the district (77.4%).

TOTAL ENROLLMENT BY GENDER 2017-2018						
	9	10	11	12	Total	Percent
Female	395	379	366	366	1506	47.7%
Male	416	377	413	442	1648	52.3%
Total	811	756	779	808	3154	100%

Enrollment by gender for the 2017-2018 school year across all grade levels is equally distributed largely due to the wide variety of academic and extracurricular offerings available to both male and female students. There is only a 5% difference in enrollment by gender.

Academies

Academy Program

Birmingham Community Charter High School is comprised of 6 Academies:
- Freshman Academy
- Sophomore Academy
- Creative & Liberal Arts (CAL) Academy
- Digital Media (DM) Academy
- Medical, Academy with Science and Health (MASH)
- Performing & Visual Arts (PVA) Academy

The focus of academies is to provide students with support on a-g completion, career pathway options and personalization. Each academy has a counselor offering academic counseling and emotional support and also a lead teacher, an assigned administrator, and a dean. The team works collaboratively to support the educational program of its students.

CLASS OF 2016: A-G COMPLETION RATE

Academy	Percent Complete
CAL	52.1
MASH	50.9
PVA	34.6
DM	32.0

MATRICULATION RATES BY GRADE LEVEL*

School Year	9th	10th	11th
2013-14	72.6	69.7	77.8
2014-15	65.1	70.8	74.9
2015-16	85.3	78.9	85.5
2016-17	80.5	86.8	86.2
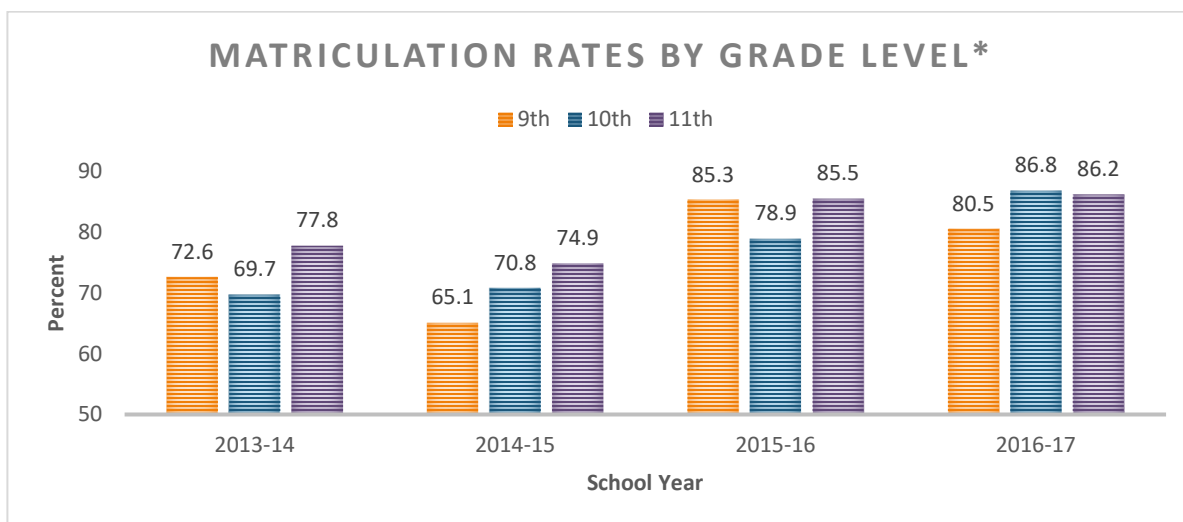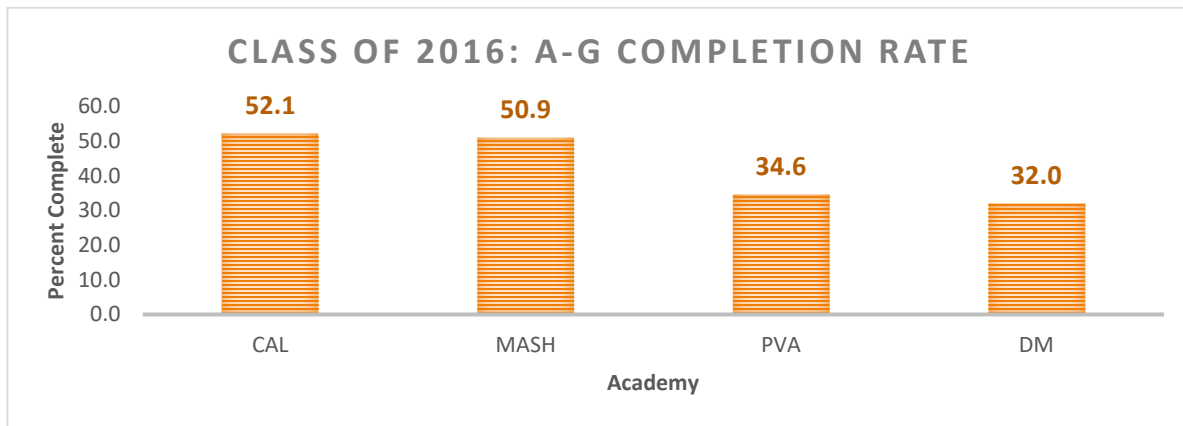
Matriculation based on credits: 55 Credits from 9th – 10th, 110 Credits from 10th – 11th, 165 Credits from 11th -12th

Table 2a

FRESHMAN ACADEMY STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2017-2018										
	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	5	3	0	0	0	0	0	0	8	1%
AI/Ask	0	0	0	0	0	0	0	0	0	0%
Black	18	14	0	0	0	0	0	0	32	4%
Filipino	13	5	0	0	0	0	0	0	18	2%
Hispanic	339	349	0	0	0	0	0	0	688	85%
Pac Isl	1	0	0	0	0	0	0	0	1	0%
White	33	16	0	0	0	0	0	0	49	6%
Other	7	8	0	0	0	0	0	0	15	2%
	416	395	0	0	0	0	0	0	811	100%
Totals	811		0		0		0			

Freshman Academy
- The vision statement for the Freshmen Academy is as follows: "The teachers, counselors, administrators and support staff of The Freshman Academy believe that students who have a sense of belonging and experience the support of committed adults in a cohesive community will stay the course all the way to cap, gown and diploma."
- The mission of the Freshmen Academy is as follows: "The Freshman Academy of Birmingham Community Charter High School welcomes all incoming 9th graders, assists them as they make the adjustment to high school, provides a structured and supportive learning environment, and ensures a successful move from the 9th to the 10th grade. The Freshman Academy builds a strong sense of community among Birmingham Community Charter High School students, staff, and families and translates this greater sense of community into high levels of academic achievement."
- BCCHS places great emphasis in helping students in 9th grade successfully transition into high school and plan for their academic future accordingly. The Freshmen Academy is staffed by two counselors, a lead teacher, a dedicated office staff member, a dean, and hardworking teachers.
- For more information about Freshman Academy and resources please view at: http://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=171719&type=d&pREC_ID=3 53693
- In 2015-16, BCCHS experienced a 20% matriculation rate increase to 85.3%. Last year, the rate remained above 80%. Factors that contributed to this success are the personalization provided by the academy, A-G awareness campaign, academic counseling, parent meetings with a focus on college awareness, and double block courses in ELA and Math on a 2x8 block schedule.

SOPHOMORE ACADEMY STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2017-2018										
	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	0	0	2	6	0	0	0	0	8	1%
AI/Ask	0	0	0	0	0	0	0	0	0	0%
Black	0	0	12	17	0	0	0	0	29	4%
Filipino	0	0	12	2	0	0	0	0	14	2%
Hispanic	0	0	333	335	0	0	0	0	668	88%
Pac Islnd	0	0	1	1	0	0	0	0	2	0%
White	0	0	14	13	0	0	0	0	27	4%
Other	0	0	3	5	0	0	0	0	8	1%
	0	0	377	379	0	0	0	0	756	100%
Totals	0		756		0		0			

Sophomore Academy
- With the success of a Freshman Academy, this year, BCCHS implemented a sophomore academy dedicated to assisting and supporting 10th grade students academically and emotionally. The Sophomore Academy team also includes two counselors, office staff, lead teacher, dean, an assigned administrator, and hardworking teachers.

DIGITAL MEDIA ACADEMY STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2017-2018										
	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	0	0	0	0	2	2	5	2	11	2%
AI/Ask	0	0	0	0	0	0	0	0	0	0%
Black	0	0	0	0	2	5	9	1	17	4%
Filipino	0	0	0	0	8	1	3	1	13	3%
Hispanic	0	0	0	0	123	42	143	42	350	78%
Pac Isl	0	0	0	0	0	0	0	0	0	0%
White	0	0	0	0	13	14	12	5	44	10%
Other	0	0	0	0	4	1	7	0	12	3%
	0	0	0	0	152	65	179	51	447	100%
Totals	0		0		217		230			

Digital Media (DM) Academy
- This is an upper grade (11th and 12th) academy with courses and instruction focused on various fields of study related to Digital Media.
- The Digital Media Academy focuses on college preparation and provides students experience with careers in media, design, visual effects, and computer editing. The Digital Media Academy has multiple career technical education classes in film, motion graphics/game design, and digital design/Photoshop.
- The Digital Media Academy also offers students the option of attending college classes while in high school to earn dual credit in high school and college through articulated courses with community colleges.

Table 2d

MASH ACADEMY STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2017-2018										
	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	0	0	0	0	0	4	0	2	6	2%
AI/Ask	0	0	0	0	0	0	0	0	0	0%
Black	0	0	0	0	3	6	7	3	19	5%
Filipino	0	0	0	0	2	2	1	2	7	2%
Hispanic	0	0	0	0	65	97	76	94	332	86%
Pac Isl	0	0	0	0	1	0	0	0	1	0%
White	0	0	0	0	3	1	6	4	14	4%
Other	0	0	0	0	2	1	2	2	7	2%
	0	0	0	0	76	111	92	107	386	100%
Totals	0		0		187		199			

MASH Academy
- The MASH Academy focuses on higher education and careers in the medicine, athletics, science and health.
- The academy staff includes a counselor, office staff member, lead teacher, dean, and assigned administrator.

Table 2e

PVA ACADEMY STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2017-2018										
	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	0	0	0	0	0	1	3	1	5	1%
AI/Ask	0	0	0	0	0	0	0	0	0	0%
Black	0	0	0	0	6	5	6	6	23	6%
Filipino	0	0	0	0	2	4	3	3	12	3%

	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Hispanic	0	0	0	0	52	93	60	86	**291**	**80%**
Pac Isl	0	0	0	0	0	0	0	0	**0**	**0%**
White	0	0	0	0	6	8	7	7	**28**	**8%**
Other	0	0	0	0	0	3	0	2	**5**	**1%**
	0	**0**	**0**	**0**	**66**	**114**	**79**	**105**	**364**	
Totals	**0**		**0**		**180**		**184**			

PVA Academy
- The PVA Academy focuses on a sequential, standards-based performing and visual arts curriculum combined with a strong academic program.
- CTE courses are also offered and some have been articulated with the local community colleges
- The academy staff includes a counselor, office staff member, lead teacher, dean, and assigned administrator.

Table 2f

CAL ACADEMY STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2017-2018										
	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	0	0	0	0	1	0	2	2	**5**	**1%**
AI/Ask	0	0	0	0	0	0	0	0	**0**	**0%**
Black	0	0	0	0	2	2	1	3	**8**	**2%**
Filipino	0	0	0	0	0	4	0	1	**5**	**1%**
Hispanic	0	0	0	0	110	66	79	86	**341**	**87%**
Pac Isl	0	0	0	0	0	1	0	0	**1**	**0%**
White	0	0	0	0	3	1	10	11	**25**	**6%**
Other	0	0	0	0	3	2	0	0	**5**	**1%**
	0	**0**	**0**	**0**	**119**	**76**	**92**	**103**	**390**	
Totals	**0**		**0**		**195**		**195**			

CAL
- CAL Academy strives to incorporate the humanities, social sciences, and natural sciences into a comprehensive curriculum that builds new knowledge and skills upon prior knowledge and helps students find relevancy to the world in which they live. The central themes and essential questions of the CAL Studies academic program emphasizes methodologies that encourage students to infer, interpret, conceptualize, define, or describe aspects of literature, philosophy, history, art, music, geography, and social sciences.
- The academy staff includes a counselor, office staff member, lead teacher, dean, and assigned administrator.

ADVANCED PLACEMENT (AP)

BCCHS provides students with opportunities to challenge themselves through the rigor of Advanced Placement courses. BCCHS offers 18 AP courses in the areas of Art, English, Foreign Language, Mathematics, Science, and Social Science. Currently, more than 1,000 students are enrolled in AP courses in grades 9-12. Data indicate that female enrollment exceeds that of males by 23%. Although BCCHS has maintained a student population at or around 3150 for the past 5 years, BCCHS has experienced an increase in AP course enrollment over the last 6 years.

AP COURSE ENROLLMENT
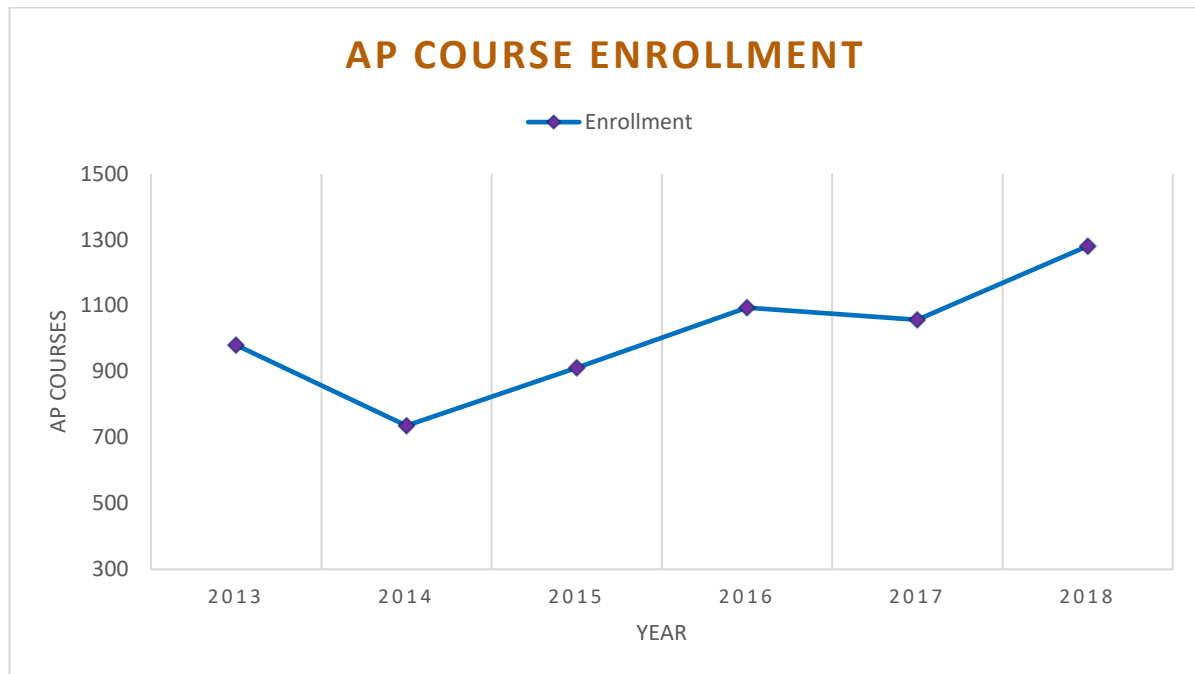
- The table above shows the number of students enrolled in AP courses for the 2017-18 school year. It is noteworthy to observe that 25% of the entire student population is enrolled in at least one AP course. Ten percent of students are taking 2 or more AP courses this year
- With the push for A-G, CTE, and College & Career Readiness, we expect the number of students enrolling in AP courses to increase significantly in the future.

Table 3a

NUMBER OF STUDENTS ENROLLED IN AP CLASSES BY GRADE 2017-18										
Number of Classes	9	% of Grade	10	% of Grade	11	%of Grade	12	% of Grade	TOTAL	% of School
1	64	7.9%	88	11.6%	148	19.0%	141	17.5%	441	14.0%
2+	0	—	19	2.5%	126	16.2%	193	23.9%	338	10.7%
	64	7.9%	107	14.2%	274	35.2%	334	41.3%	779	24.7%

Table 3b – Student Enrollment in AP courses from 2012-13 through 2017-18

COURSE NAME	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
ART																		
AP Art History	0	0	0	10	11	21	0	0	0	9	10	19	2	8	10	1	5	**6**
AP Studio Art:	8	10	18	10	21	31	0	0	0	3	15	18	0	21	21	5	13	**18**
TOTAL Art	8	10	18	20	32	52	0	0	0	12	25	37	2	29	31	6	18	**24**
ENGLISH																		
AP English Language & Composition	35	55	91	33	41	74	22	43	65	40	46	86	23	36	59	86	126	**212**
AP English Literature & Composition	40	50	90	22	56	78	38	62	100	48	70	118	47	59	106	30	42	**72**
TOTAL English	75	105	181	55	97	152	60	105	165	88	116	204	70	95	165	116	168	**284**
LANGUAGE OTHER THAN ENGLISH (LOTE)																		
AP Spanish Language	36	78	114	36	65	101	41	65	106	48	55	103	75	97	172	94	109	**203**
AP Spanish Literature	15	25	40	4	16	20	5	21	26	20	28	48	39	20	59	20	35	**55**
AP French Language	0	0	0	0	0	0	0	0	0	0	0	0	9	9	18	4	2	**6**
TOTAL LOTE	51	103	154	40	81	121	46	86	132	68	83	151	123	126	249	118	146	**264**
MATHEMATICS																		
AP Calculus AB	16	10	26	10	10	20	9	5	14	25	12	37	29	17	46	33	25	**58**
AP Calculus BC	12	10	22	0	0	0	0	0	0	5	5	10	10	6	16	9	6	**15**
AP Statistics	13	11	24	23	17	40	17	21	38	36	38	74	18	17	35	17	17	**34**
TOTAL Mathematics	41	31	72	33	27	60	26	26	52	66	55	121	57	40	97	59	48	**107**
SCIENCE																		
AP Biology	0	0	0	0	0	0	0	0	0	0	0	0	42	47	89	16	33	**49**
AP Chemistry	24	12	36	0	0	0	21	16	37	30	17	47	28	16	44	27	23	**50**
AP Physics 1	0	0	0	12	3	15	0	0	0	21	8	29	12	3	15	12	2	**14**
AP Environmental Science	52	34	86	15	29	44	48	47	95	37	72	109	47	29	76	52	52	**104**
TOTAL Science	76	46	122	27	32	59	69	63	132	88	97	185	129	95	224	107	110	**217**
SOCIAL SCIENCE																		
AP European History	0	0	0	0	0	0	48	57	105	27	47	74	17	28	45	25	53	**78**
AP Government & Politics	55	53	108	49	51	100	66	59	125	52	30	82	27	21	48	15	12	**27**
AP Human Geography	21	27	48	12	20	32	26	35	61	11	21	32	14	32	46	0	0	**0**
AP United States History	37	35	72	29	21	50	34	23	57	27	28	55	10	17	27	10	9	**19**
AP World History	55	58	113	30	51	81	0	0	0	0	0	0	0	0	0	0	0	**0**
AP Psychology	31	62	93	12	17	29	27	56	83	46	107	153	49	76	125	99	162	**261**
TOTAL Social Science	199	235	434	132	160	292	201	230	431	163	233	396	117	174	291	149	236	**385**
TOTAL	**450**	**530**	**981**	**307**	**429**	**736**	**402**	**510**	**912**	**485**	**609**	**1094**	**498**	**559**	**1057**	**555**	**726**	**1281**

ADVANCED PLACEMENT EXAM DATA 2013-2017

Course	2013 #	2013 % Passed	2014 #	2014 % Passed	2015 #	2015 % Passed	2016 #	2016 % Passed	2017 #	2017 % Passed
Art History	–	–	20	10%	_	_	16	31%	7	14%
Studio Art 2D	2	50%	8	13%	_	_	5	60%	4	50%
Studio Art Draw	7	14%	14	14%	_	_	8	38%	16	56%
English Language	101	30%	70	44%	64	39%	82	55%	58	57%
English Literature	83	24%	77	31%	93	32%	106	21%	100	25%
European History	_	_	_	_	101	38%	61	21%	42	26%
Human Geography	47	23%	32	38%	52	42%	30	23%	45	18%
Macro Econ	_	_	_	_	1	100%	1	0%	_	_
Micro Econ	_	_	_	_	1	100%	1	100%	_	_
Psychology	70	44%	26	81%	77	79%	141	79%	123	76%
Government and Politics	93	16%	93	5%	109	9%	70	11%	35	11%
US History	69	12%	49	33%	53	55%	50	66%	23	57%
World History	106	16%	76	29%	1	0%	_	_	_	_
Calculus AB	25	24%	17	100%	12	100%	34	47%	42	31%
Calculus BC	22	91%	_	_	1	100%	10	100%	14	93%
Comp Science A	_	_	_	_	_	_	_	_	1	100%
Statistics	21	14%	39	51%	38	45%	54	24%	35	3%
Biology	_	_	_	_	_	_	5	0%	74	39%
Chemistry	32	9%	_	_	38	13%	45	11%	39	21%
Environmental Science	78	24%	40	28%	91	33%	96	16%	57	14%
Physics 1	_	_	_	_	1	100%	24	8%	8	0%
Physics 2	_	_	15	20%	1	100%	_	_	_	_
French Lang	_	_	_	_	_	_	_	_	14	14%
Span Lang	139	79%	105	94%	107	95%	102	97%	162	97%
Span Lit	34	91%	17	94%	24	83%	45	60%	56	71%
Total	929	35%	698	43%	865	47%	986	45%	955	49%

- AP test results show an overall improvement in students passing with a score of 3 or better throughout the years. In the 2016-2017 school year, there was a 4% increase in students passing AP exams compared to the prior year. Since 2013-2014 school year BCCHS has had an AP passing rate increase of 14%
- Although some subjects experienced a decline in passage rates, the following subject areas demonstrated growth or maintained the same passage rate: Studio Art Draw, English Language,

English Literature, European History, Government & Politics, Biology, Chemistry, Spanish Language and Spanish Literature
- AP French Language and AP Biology became additional course offerings in 2016-17

Special Education

The Special Education Department operates using the Learning Center/Collaboration/Inclusion Model. The program provides students receiving special education services with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), in accordance with each student's Individualized Education Plan or Program (IEP).

Services include:
- RSP (Resource Program Support): Students enrolled in this program are provided support in general education classrooms where classes are staffed with RSP teachers, co-teachers, paraprofessionals. These staff also provide additional assistance in the Learning Center for help with homework and tutoring.
- SDP (Special Day Program): Students enrolled in this program are provided with direct specialized instruction in a small classroom environment. With the adoption of Universal Design Learning (UDL), BCCHS is piloting co-teaching models in the SDP to increase LREs and mainstreaming.
- CBI (Community Based Instruction): Students enrolled in this program work on acquiring and building independence and autonomy skills in order to become successful in living, working, and shopping in their community. Instruction is driven by individual strengths and needs, as well as accommodations designed to enhance student participation in typical activities.
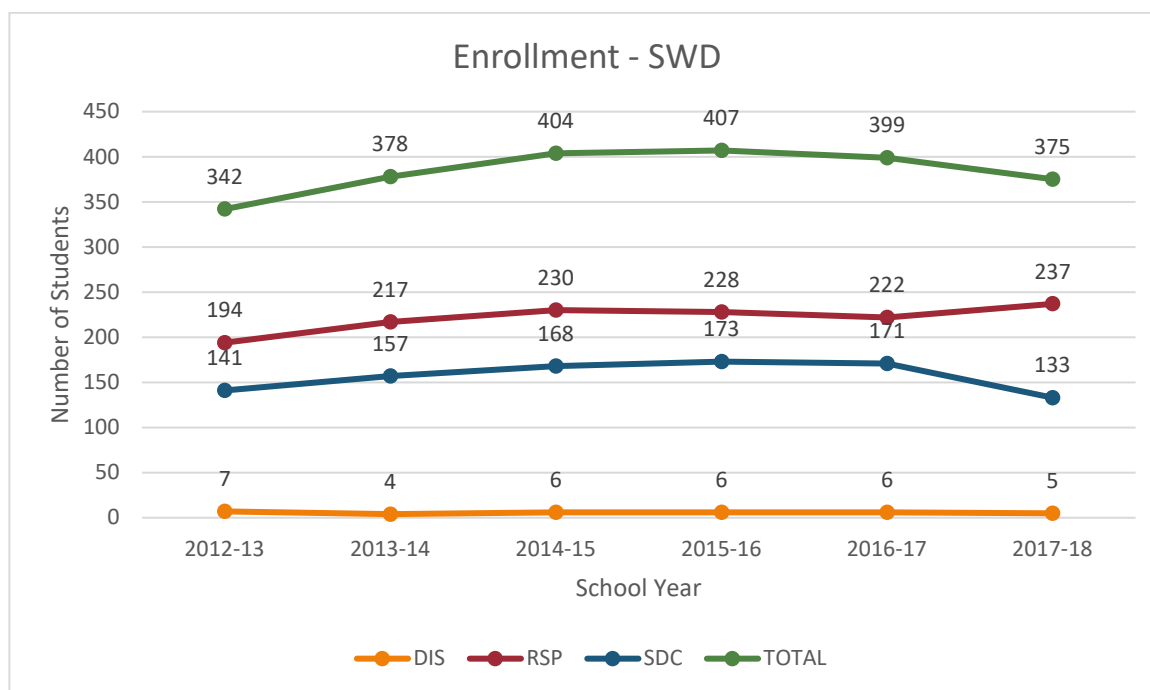
The graph above and the table below indicate that the enrollment for SWD has remained constant. While there is a slight decline in student enrollment for SWDs, there has been increase in the number of RSP students.

Table 4a

SPECIAL EDUCATION ENROLLMENT 2012-2017						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
DIS	7	4	6	6	6	5
RSP	194	217	230	228	222	237
SDC	141	157	168	173	171	133
TOTAL	342	378	404	407	399	375

Table 4b

COMBINED GENDER AND ETHNICITY OF STUDENTS IN SPECIAL EDUCATION 2017-2018								
	Males In RSP	Females In RSP	Males In SDC	Females In SDC	Males in DIS	Females in DIS	Total Number	% of Students by Ethnicity
Multiple	4	0	2	1	0	0	7	2%
Asian	0	0	2	0	0	0	2	0.5%
Filipino	1	0	2	1	0	0	4	1%
Pacific Islander	1	0	1	0	0	0	2	0.5%
Black	8	5	8	2	0	0	23	6%
Hispanic	125	78	65	31	3	1	303	81%
White	10	5	12	6	0	1	34	9%
Total	149	88	92	41	3	2	375	

English Learners

GRADE LEVEL OF ENGLISH LANGUAGE LEARNERS 2017-2018					
	Grade 9	Grade 10	Grade 11	Grade 12	Total
Spanish	68	93	71	66	298
Farsi (Persian)	1	2	1	0	4
Punjabi	1	1	0	2	4
Filipino (Pilipino or Tagalog)	1	1	0	1	3
Russian	2	1	0	0	3
Thai	0	1	1	1	3
Armenian	1	0	0	1	2
Hebrew	2	0	0	0	2
Taiwanese	0	1	1	0	2
Arabic	1	0	0	0	1
Cebuano (Visayan)	1	0	0	0	1
French	0	0	0	1	1
Hindi	1	0	0	0	1
Korean	0	0	0	1	1
Other Non-English Languages	0	1	0	0	1
Portuguese	0	1	0	0	1
Uzbek	0	1	0	0	1
Vietnamese	0	0	1	0	1

BCCHS has experienced a steady decline in the number of English learners in recent years with enrollment peaking at 444 in SY 2012-13 and leveling off at about 320 for the past three years. This decrease can be explained by both demographic shifts of the student population.

The home language of the largest percentage of English learners (93%) has been, and remains, Spanish. However, the home language of the next largest number of English learners was Armenian in the past, but, in recent years, there has been an increase in other languages including Farsi and Punjabi.

ENGLISH LANGUAGE LEARNERS 2012-2017					
	2012-13	2013-14	2014-15	2015-16	2016-17
Arabic	0	0	2	1	0
Armenian	17	15	12	7	4
Bengali	1	1	0	0	0
Dutch	0	1	0	0	0
Farsi (Persian)	2	1	1	6	4
Filipino (Pilipino or Tagalog	9	5	3	4	2
French	1	1	1	1	1
German	1	2	4	0	0
Greek	0	1	0	0	0
Gujarati	1	1	0	0	0
Hebrew	1	1	1	1	0
Hindi	2	1	0	0	0
Italian	1	0	1	0	0
Japanese	1	0	0	0	0
Khmer (Cambodian)	2	2	1	0	0
Korean	0	1	2	1	1
Mandarin (Putonghua	1	1	4	0	1
Other Non-English Languages	0	1	3	2	2
Polish	0	0	1	0	0
Portuguese	1	6	19	2	2
Punjabi	1	1	0	2	3
Russian	2	1	4	3	4
Spanish	444	367	348	316	321
Taiwanese	0	0	0	1	2
Thai	5	3	3	3	3
Tongan	1	1	0	0	0
Urdu	2	2	1	1	0
Uzbek	0	0	0	0	1
Vietnamese	0	0	1	1	2
Total	496	416	412	352	353

Reclassification of EL Students

Table 5c

LANGUAGE PROFICIENCY RATE 2012-2016				
	Total Enrollment	**English Learners**	**Fluent-English-Proficient (FEP) Students**	**Students Redesignated FEP**
2012-13	2,923	496 (17.0 %)	1,666 (57.0 %)	39 (8.0 %)
2013-14	3.145	416 (13.2 %)	1,848 (58.8 %)	50 (10.5 %)
2014-15	3,269	412 (12.6 %)	1,941 (59.4 %)	75 (18.3 %)*
2015-16	3,278	352 (10.7 %)	1,982 (60.5 %)	76 (18.4 %)
2016-17	3,161	353 (11.2 %)	1,932 (61.1 %)	67 (19.0 %)

There has been a strong focus on reclassification at BCCHS in recent years. In fact, the percentage of English learners making annual progress has steadily increased over the past five years. This steady growth has resulted in an even greater increase in the annual reclassification rate which rose from 8.0% in SY 2012-13 to 19.0% in SY 2016-17.

School-wide initiatives such as Summer Institute, CELDT Boot Camp, increased rigor in initial instruction and greater support of EL students and increased monitoring of their performance have contributed to the increased reclassification rate of EL students.
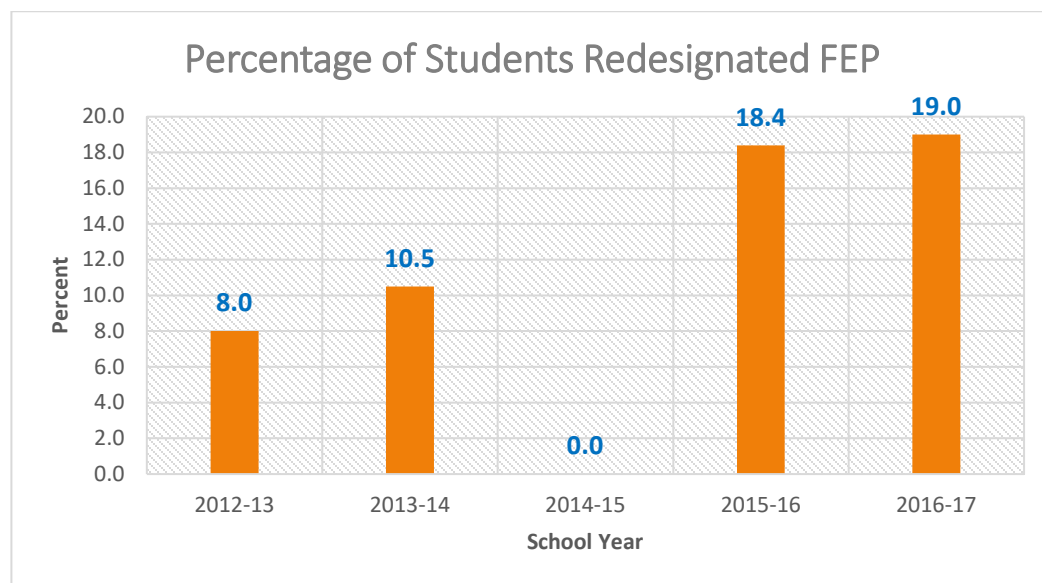
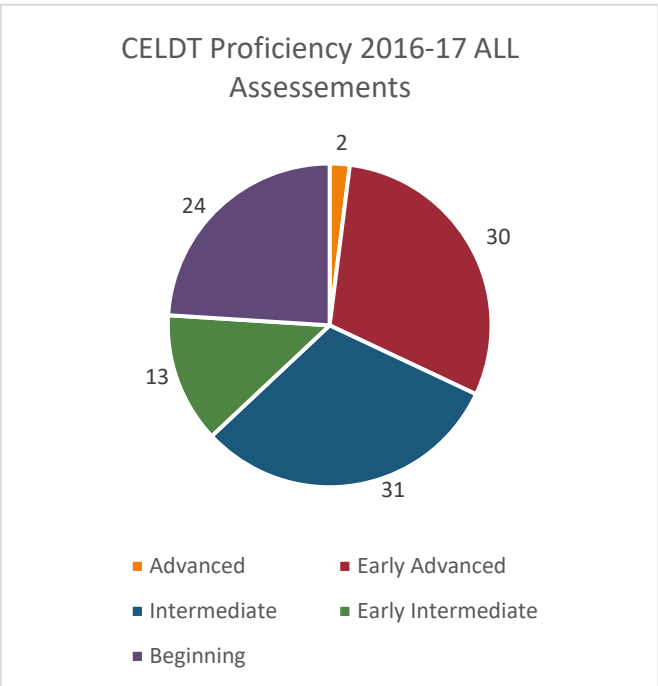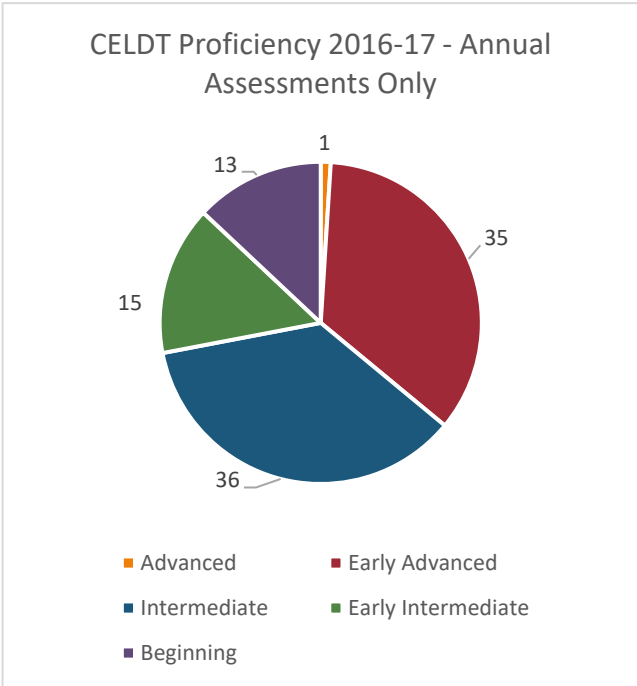* 2014-2015 State reporting issue. Actual reclassification rate was 18.27%

Table 5d

FEP STUDENTS BY LANGUAGE 2012-2017		Student Count			
Language	2012-13	2013-14	2014-15	2015-16	2016-17
Amharic	0	0	0	1	1
Arabic	7	5	6	8	6
Armenian	28	23	30	33	31
Assyrian	3	2	0	0	0
Bengali	1	1	0	0	0
Cantonese	0	2	2	4	4
Farsi (Persian)	13	11	8	5	1
Filipino (Pilipino or Tagalog)	31	33	36	33	29
French	2	2	2	0	0
Greek	0	0	0	1	1
Hebrew	5	6	4	5	4
Hindi	0	0	1	2	1
Indonesian	2	4	3	2	1
Italian	0	0	1	0	1
Japanese	0	1	1	1	1
Khmer (Cambodian)	2	3	2	1	2
Korean	0	0	0	0	1
Mandarin (Putonghua)	1	1	1	1	0

Other Non-English Languages	5	3	3	1	4
Pashto	0	0	0	0	1
Portuguese	0	2	1	0	0
Punjabi	1	0	3	6	4
Rumanian	1	2	2	2	0
Russian	9	8	13	15	13
Somali	0	0	0	6	5
Spanish	1,533	1,721	1,808	1,845	1,814
Telugu	0	0	0	1	1
Thai	3	1	2	0	0
Tongan	0	0	1	0	0
Ukranian	1	1	0	0	0
Urdu	5	5	4	4	4
Vietnamese	13	11	7	5	2
Total	1,666	1,848	1,941	1,982	1,932

Percentage of Students Redesignated FEP

School Year	Percent
2012-13	8.0
2013-14	10.5
2014-15	0.0
2015-16	18.4
2016-17	19.0

Reclassification results have also been boosted by an increase in the number of long-term English learners or English learners with more than five years in the country who have attained proficiency on the CELDT. This increase in proficiency can be attributed to our school-wide efforts to raise awareness and preparedness of the entire EL population. However, our long-term English learner students are specifically targeted to increase their understanding of benefits of reclassification in order to motivate better test performance.

CELDT Proficiency 2016-17 - Annual Assessments Only

1

13

35

15

36

- Advanced
- Early Advanced
- Intermediate
- Early Intermediate
- Beginning

CELDT Proficiency 2016-17 ALL Assessements

2

24

30

13

31

- Advanced
- Early Advanced
- Intermediate
- Early Intermediate
- Beginning

The graphs above show the percentage of students at each performance level for the 2016-2017 school year. Data indicate that 36% of students are at the Advanced or Early Advanced proficiency level on the annual CELDT.

Attendance & Chronic Absenteeism

Yearly Average Daily Attendance Rate
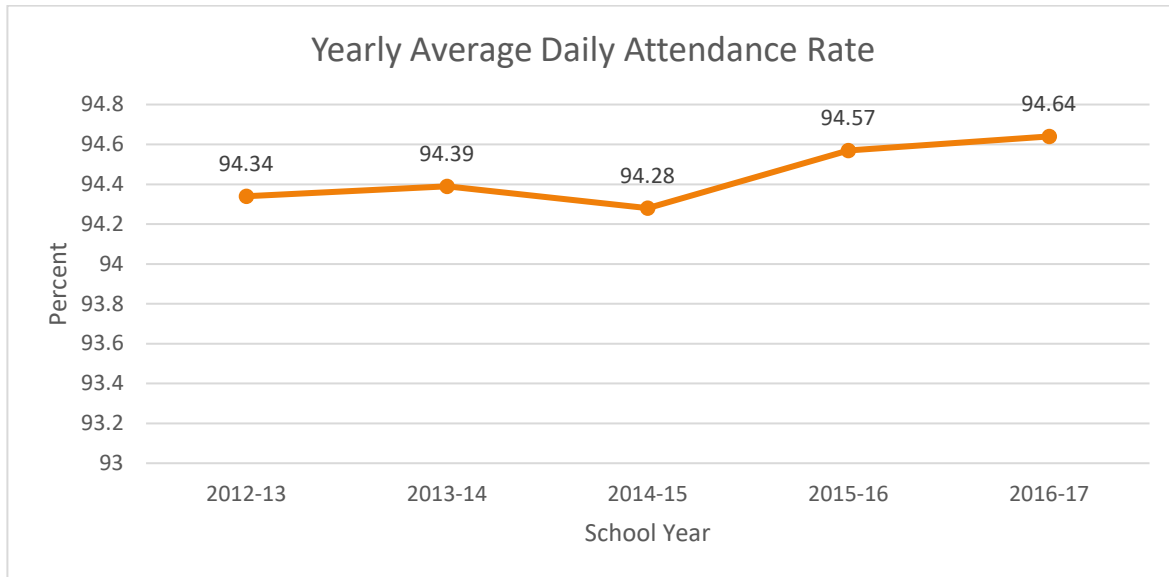
Attendance Rate = average (Total apportionment attended/teaching days) * total enrollment for the month - days not enrolled

- BCCHS ADA is computed and reported monthly to LAUSD and periodically to the CDE during P1, P2, and P3 reporting cycles. BCCHS yearly ADA is above 94%.
- The new attendance indicator on the CDE Dashboard includes chronic absenteeism. Currently, 14.9% of BCCHS students are identified as being chronically absent. In an effort to address BCCHS's chronic absenteeism rate, a Pupil Service Attendance (PSA) counselor has been hired, and PBIS and school wide attendance interventions have been implemented. The graph below shows a rate comparison among the state, district, county and BCCHS.

2016-17 Chronic Absenteeism Rate
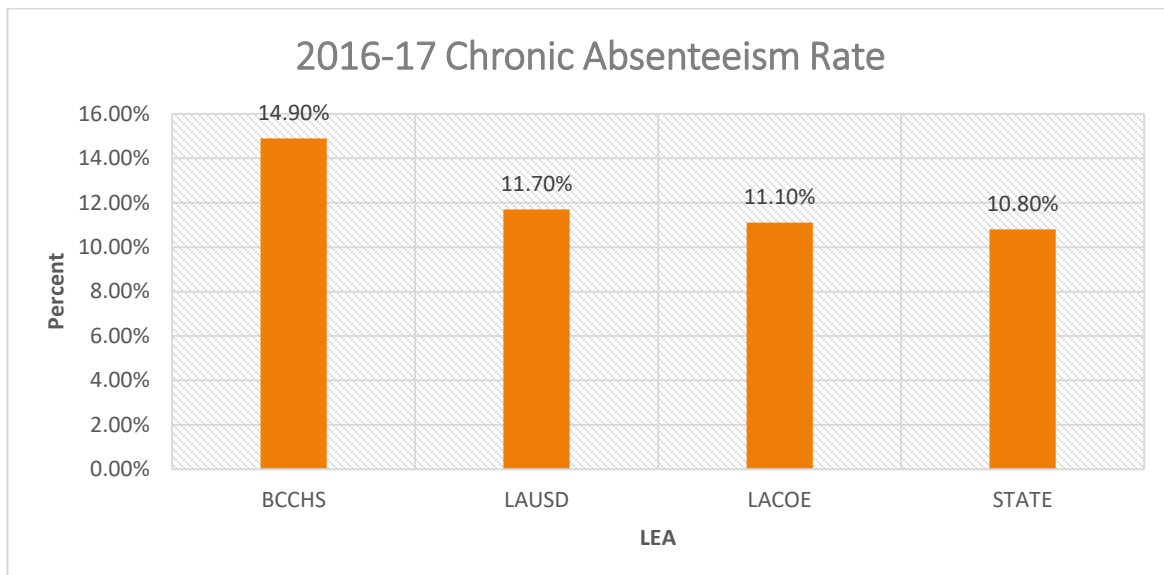
Suspension & Expulsion Rates, and Crime Statistics

Table 6a

Education Code Section	Student Offense Name	2013-14	2014-15	2015-16	2016-17
48900.2	Sexual Harassment	1	0	3	
48900.4	Harassment or Intimidation	3	0	2	0
48900.7	Made Terrorist Threats	1	1	0	0
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	48	7	9	26
48900(a)(2)	Used Force or Violence	0	0	34	1
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	6	3	2	2
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	42	36	32	48
48900(f)	Property Damage	9	13	3	3
48900(g)	Property Theft	18	4	5	2
48900(h)	Possession or Use of Tobacco Products	0	0	0	1
48900(j)	Obscene Acts, Profanity, and Vulgarity	6	7	16	7
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	1	0	0	0
48900(k)	Disruption, Defiance	27	42	36	19
48900(l)	Received Stolen Property	0	0	0	1
48915(a)(1)	Caused Physical Injury	0	35	24	0
48915(a)(2)	Possession of a Knife or Dangerous Object	4	1	0	0
48915(a)(3)	Possession of Controlled Substance	11	0	0	0
48915(a)(4)	Robbery or Extortion	2	0	0	0
48915(c)(2)	Brandishing a Knife	0	1	0	0
48915(c)(3)	Sale of Controlled Substance	1	2	0	0
		180	**152**	**166**	**110**

Table 6b

YEARLY SUSPENSION RATE ANALYSIS					
LEA	2012-13	2013-14	2014-15	2015-16	2016-17
STATE	5.2%	4.3%	3.8%	3.7%	3.6%
BCCHS	5.0%	4.1%	3.4%	2.5%	2.4%
LA COUNTY	3.6%	2.8%	2.2%	2.1%	2.1%
LAUSD	1.7%	1.3%	0.9%	0.9%	0.8%

The suspension rate has declined over the past five years. Some of the factors that have contributed to this success have been:
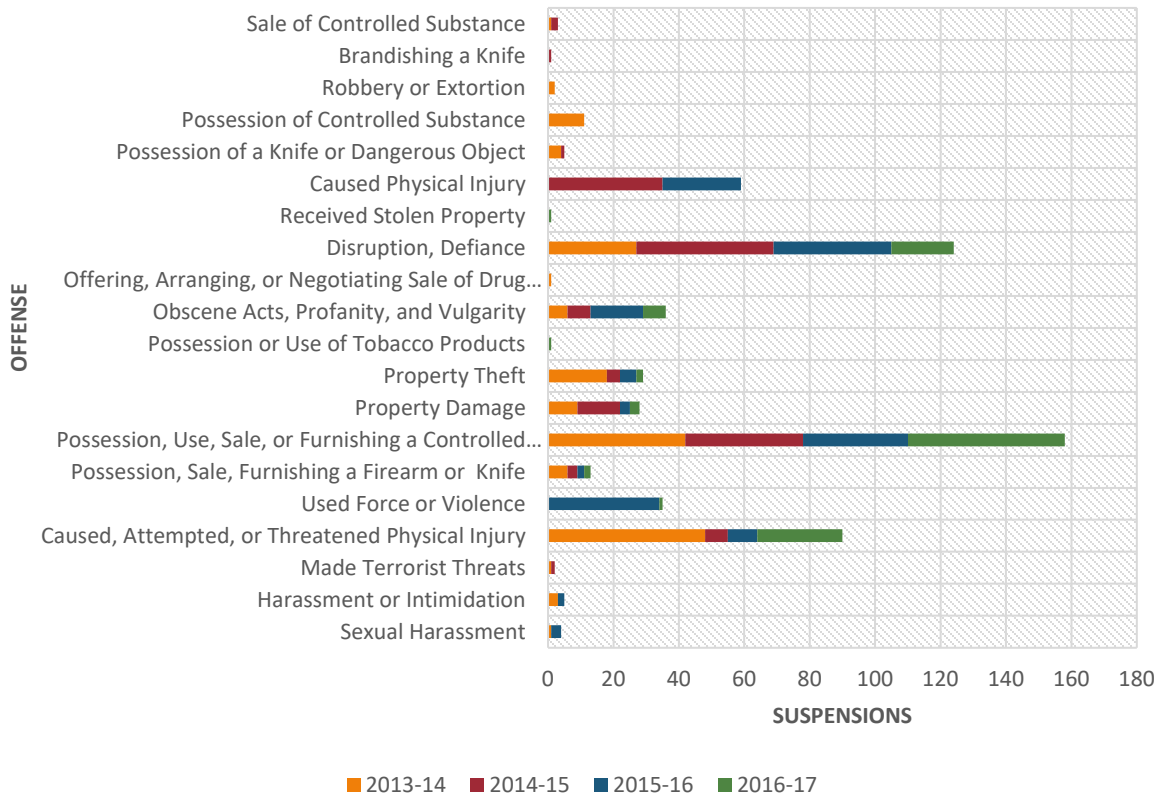
- The implementation of PBIS
- Three full-time deans
- An increase in socio-emotional support and interventions
- School wide incentives

Yearly Suspension Rate Analysis

School Year	STATE	BCCHS	LACOE	LAUSD
2012-13	5.2	5	3.6	1.7
2013-14	4.3	4.1	2.8	1.3
2014-15	3.8	3.4	2.2	0.9
2015-16	3.7	2.5	2.1	0.9
2016-17	3.6	2.4	2.1	0.8
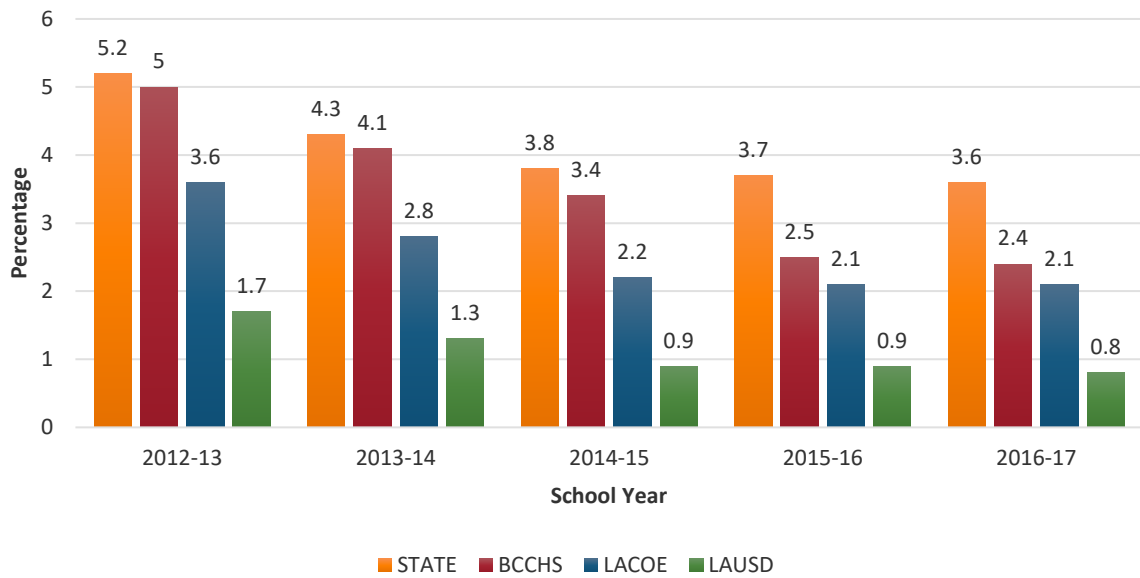
SUSPENSION BY OFFENSE AND FREQUENCY

The bar graph above shows the total number of suspensions for the past four years. The top three offenses in the last four years have been:
- Disruption, Defiance
- Possession, Use, Sale, or Furnishing of Controlled Substance, Alcohol, or Intoxicant
- Caused, Attempted, or Threatened Physical Injury

Table 6c indicates the referrals made by teachers. This process informs deans, counselors, PSWs, administrators, and other support staff about the reason for the referral and the appropriate counseling and/or disciplinary intervention needed for the student.

Table 6c

REFERRALS BY ISSUE 2016-2017 (DIS)		
	2016-2017	
Infraction	Number of Referrals Issued	% of Total Referrals
Academic Integrity	32	2.5%
Class Rules Violation	237	18.6%
Disruptive	293	23.1%
Electronic Device	162	12.7%
Foul Language	66	5.2%
Material, Lack of	135	10.6%
Other	139	10.9%
Parent Contact/Notification	132	10.4%
Referral to… (Dean, Counselor, Etc.)	75	5.9%
Total	**1271**	

Table 6d indicates student infractions that are usually entered by a dean or an administrator.

Table 6d

Infraction (ADS) 2016-17	Number of Referrals Issued	% of Total Referrals
*Alcohol, Possession of (E) 48900 (c)	3	0.3%
*Alcohol, Use of (E) 48900 (c)	5	0.4%
*Assault (E) 48900 (a)(2)	1	0.1%
*Drugs, Paraphernalia (E) 48900 (c)	23	2.0%
*Drugs, Possession of (E) 48900 (c)	32	2.8%
*Drugs, Sale of (E) 48900 (d) 48915 (c)	1	0.1%
*Drugs, Use of (E) 48900 (c)	21	1.9%
*Property, Deface/Tag/Graffiti (S) 48900 (f)	2	0.2%
*Property, Destruction of (S) 48900 (f)	2	0.2%
*Theft (S) 48900 (g)	2	0.2%
*Vandalism (S) 48900 (f)	1	0.1%
*Weapon, Possession of (E) 48900 (b)	5	0.4%
Academic Code Violation (Cheating)	41	3.6%
Behavior, Defiance (S) 48900 (k)	29	2.6%
Behavior, Disobedience (S) 48900 (k)	35	3.1%
Behavior, Disruptive (S) 48900 (k)	181	16.1%
Behavior, Inappropriate (S) 48900 (k)	92	8.2%
Class Rules, Violation of	34	3.0%
Class, Leave without Permission	39	3.5%
Dangerous Object	2	0.2%
Disruption of School Activities (S) 48900 (k)	7	0.6%
Dress, Inappropriate	1	0.1%

Fighting (S) 48900 (a)	32	2.8%
Firearm, Imitation (E) 48900 (m)	1	0.1%
Forgery (S)	5	0.4%
Hate Statement (S) 48900 (k)	1	0.1%
Horseplay	16	1.4%
Information	285	25.3%
Language, Obscene (S) 48900 (i)	7	0.6%
Language, Profanity (S) 48900 (i)	40	3.5%
P.E., Non-suit	3	0.3%
Profanity (S) 48900 (i)	6	0.5%
Racial Slur (S) 48900.4	4	0.4%
School Rules, Violation of	91	8.1%
Stolen Property, Possession of (S) 48900 (l)	2	0.2%
Tardy	2	0.2%
Tardy, Habitual	3	0.3%
Threats to Others (S) 48900 (a) (1)	6	0.5%
Threats to Students (S) 48900 (a) (1)	1	0.1%
Tobacco, Possession of (S) 48900 (h)	4	0.4%
Truant	15	1.3%
Truant, Period	23	2.0%
Other	13	1.2%
Detention Served	1	0.1%
Bullying, Engaged in an act	7	0.6%
TOTAL	1,127	

In 2016-17, the type of student infraction with the highest referral was disruption at 16%. Although the percentage may be high, duplicated numbers are included in the total count because a student may have more than one instance under any one type of infraction.

Referrals by Grade Level
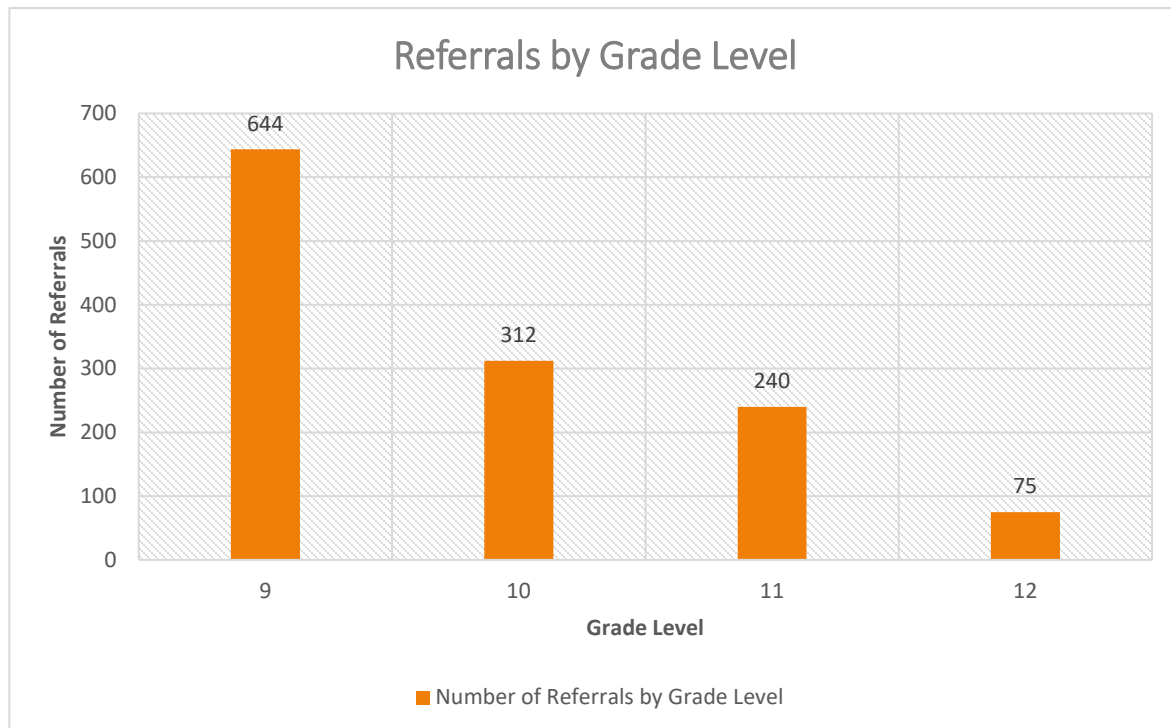
Fifty-one percent of all referrals are for 9th grade students; some of these referrals may be expected as students transition into high school. It is noteworthy to observe that the referrals by grade level decrease significantly as the students mature and enter the higher grade levels. Seniors had 75 instances of referrals.

This number represents 6% of all referrals at BCCHS. There is a 50% drop in referrals from 9th to 10th grade, a 23% drop from 10th to 11th grade, and a 69% drop from 11th to 12th grade.

2016-17 Referrals by Month (DIS)

Month	Year	Referrals
August	2016	63
September	2016	308
October	2016	191
November	2016	166
December	2016	64
January	2017	49
February	2017	69
March	2017	146
April	2017	91
May	2017	120
June	2017	4

2016-17 Referrals by Month (ADS)

Month	Year	Referrals
August	2016	71
September	2016	165
October	2016	147
November	2016	104
December	2016	70
January	2017	54
February	2017	159
March	2017	153
April	2017	85
May	2017	119

In viewing the monthly referrals and infractions, there is a pattern that suggests September is the month with the highest number of referrals and infractions. This is usually when the 9th grade group receives the most referrals. From October through January, there is a decline in referrals and infractions. However, there is a spike of infractions in February and March in the middle of the spring semester.

BCCHS has developed structures and systems to address student discipline and help students focus on academic achievement. Programs have been implemented to tackle social conflicts and student stress. One such program, known as PBIS, awards students for exemplary behavior and helps foster a safe environment for all students. Due to interventions like PBIS, BCCHS has decreased its yearly suspension rate by more than 50%. In the 2012-2013 school year, BCCHS had a suspension rate of 5.0% compared to 2.4% for the 2016-2017 school year.

BCCHS experienced an out-of-the ordinary spike in expulsion rate of 0.15% for the 2016-17 school year. Although low, BCCHS monitors increases closely and determines whether they are becoming common trends or anomalies.

Table 6e

YEARLY EXPULSION RATE ANALYSIS					
LEA	2012-13	2013-14	2014-15	2015-16	2016-17
STATE	0.13%	0.10%	0.09%	0.09%	0.09%
BCCHS	0.03%	0.03%	0.03%	0.00%	0.15%
LA COUNTY	0.04%	0.05%	0.04%	0.04%	0.03%
LAUSD	0.02%	0.02%	0.01%	0.02%	0.02%
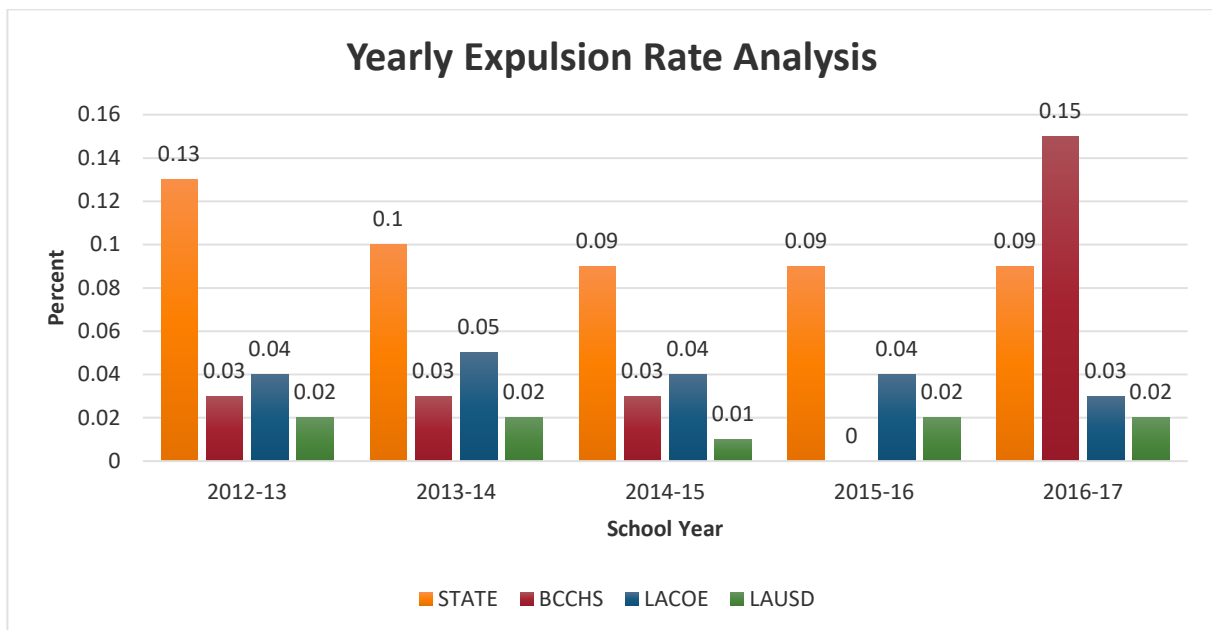
Table 6f

2016-17 SUSPENSION RATE BY ETHNICITY					
ETHNICITY	2012-13	2013-14	2014-15	2015-16	2016-17
African Am	14.0%	14.4%	5.9%	8.9%	4.9%
American Ind	0.0%	0.0%	*	*	*
Asian	1.9%	3.6%	0.0%	0.0%	0.0%
Filipino	1.4%	1.4%	2.6%	0.0%	0.0%
Hispanic	4.3%	3.4%	3.3%	2.4%	2.4%
Pacific Islander	6.3%	*	*	*	*
White	5.5%	3.9%	2.5%	1.5%	1.8%
2 or More	7.1%	8.3%	11.5%	2.7%	5.9%

BCCHS has seen a decrease in suspensions for all subgroups by ethnicity. The African American subgroup has had a large decrease in the suspension rate from 14% in 2012-2013 to 5% in 2016-2017. The Asian subgroup has had a 3-year rate of no suspensions whereas the Filipino subgroup has had 2 years with no suspensions.

Socioeconomic Status

Table 7a

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL FREE/REDUCED PRICE MEALS 2012-2017										
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Number	%	Number	%	Number	%	Number	%	Number	%
Free	2091	66.5	2090	63.9	2306	70.3	2210	69.9	2182	69.2
Reduced	506	16.1	534	16.3	440	13.4	474	15.0	457	14.5
Total	2597	82.6	2624	80.3	2746	83.8	2684	84.9	2639	83.7

Table 7b

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL FREE/REDUCED PRICE MEALS 2012-2017										
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Number	%	Number	%	Number	%	Number	%	Number	%
Enrollment	3145		3269		3278		3161		3154	
Free/Red	2627	83.5	2662	81.4	2771	84.5	2697	85.3	2654	84.1

PERCENTAGE OF BCCHS STUDENTS W FREE/REDUCED PRICE MEALS
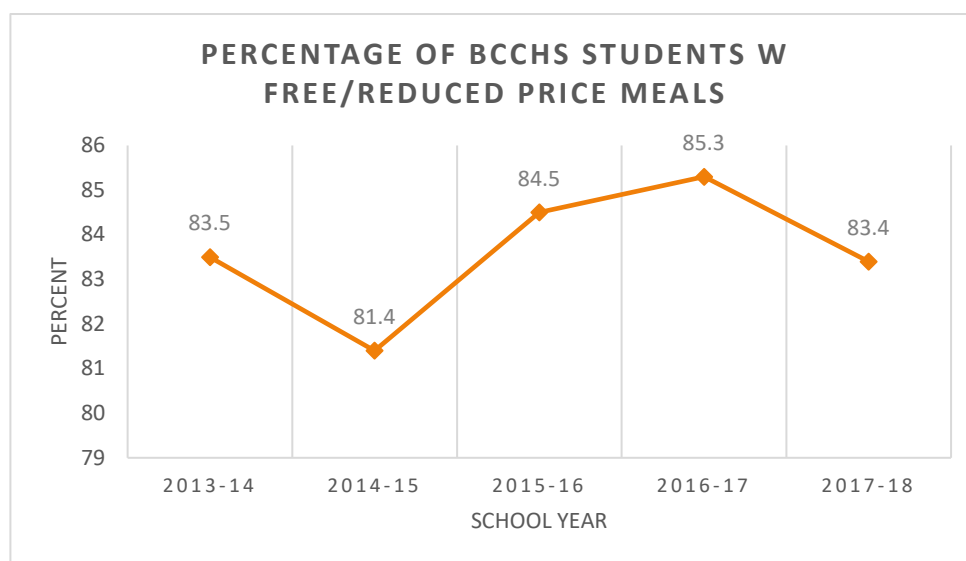
Over 80% of the student population is eligible for Free and Reduced Price meals and this percentage has remained steady the past five years.

BCCHS Staff

Certificated Staff by Ethnicity

Number of Certificated Staff (y-axis, 0 to 120)

Ethnicity	2016-17	2017-18
Asian	10	12
African American	9	8
American Indian	1	1
Hispanic	31	28
White	111	110
Not Disclosed	2	5
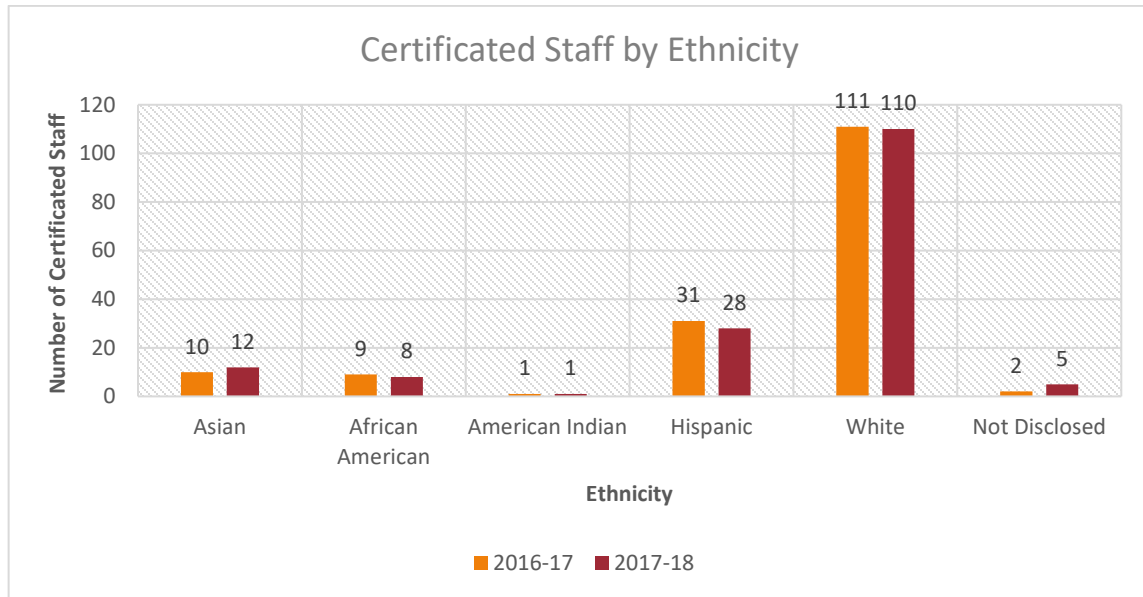
- There are 164 certificated staff at BCCHS of which 67% are White.
- There are 121 classified staff members of which 45% are White and 39% are Hispanic.
- The total number of staff (Certificated and Classified) for the 2017-2018 school year is 285. Fifty-eight percent of BCCHS's total staff population are White, 26% are Hispanic, 8% are African American, 5% are Asian, and 3% are other.

2017-18 Classified Staff by Ethnicity

Number of Classified Staff (y-axis, 0 to 60)

Ethnicity	2017-18
Asian	2
African American	14
American Indian	0
Hispanic	47
White	54
Not Disclosed	4
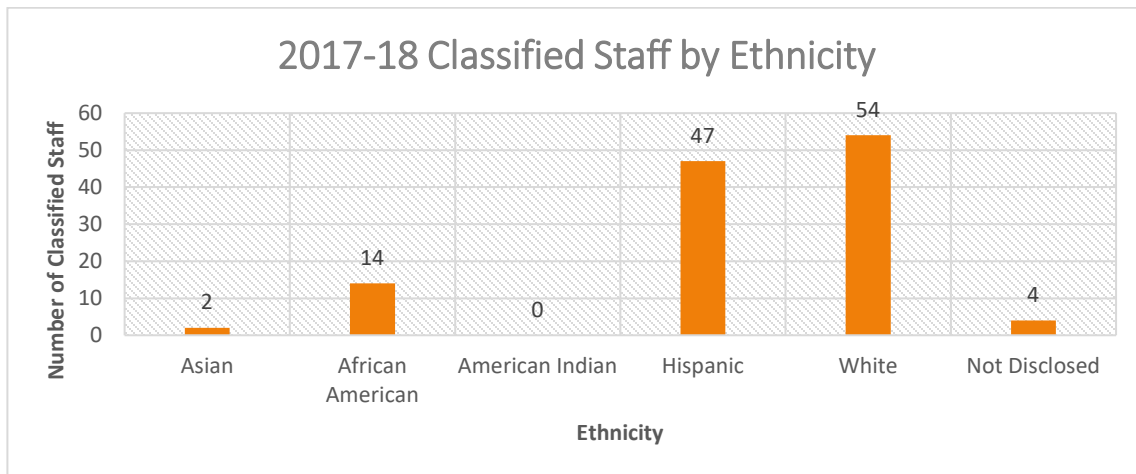
Table 8a

STAFF EDUCATION LEVEL AND YEARS OF SERVICE 2016-17								
	Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
Female	3 (3.3 %)	11 (12.0 %)	27 (29.3 %)	4 (4.3 %)	47 (51.1 %)	92	8	6
Male	4 (5.7 %)	5 (7.1 %)	12 (17.1%)	10 (14.3 %)	39 (55.7 %)	70	10	7
Total	7 (4.3 %)	16 (9.9 %)	39 (24.1 %)	14 (8.6 %)	86 (53.1 %)	162	9	6

Table 8b

2017-18 TEACHER COUNTS BY SUBJECT										
Type	English	Fine Arts	Foreign Language	Math	Performing/ Visual Arts	Physical Education	Science	Social Science	Special Education	Other
Number of Teachers	26	8	11	26	3	8	15	14	18	9
% of Teachers	18.7%	5.8%	7.9%	19.4%	2.2%	5.8%	10.8%	10.1%	12.9%	6.5%

CERTIFICATED STAFF COMPLETING UNITS BEYOND BA/BS
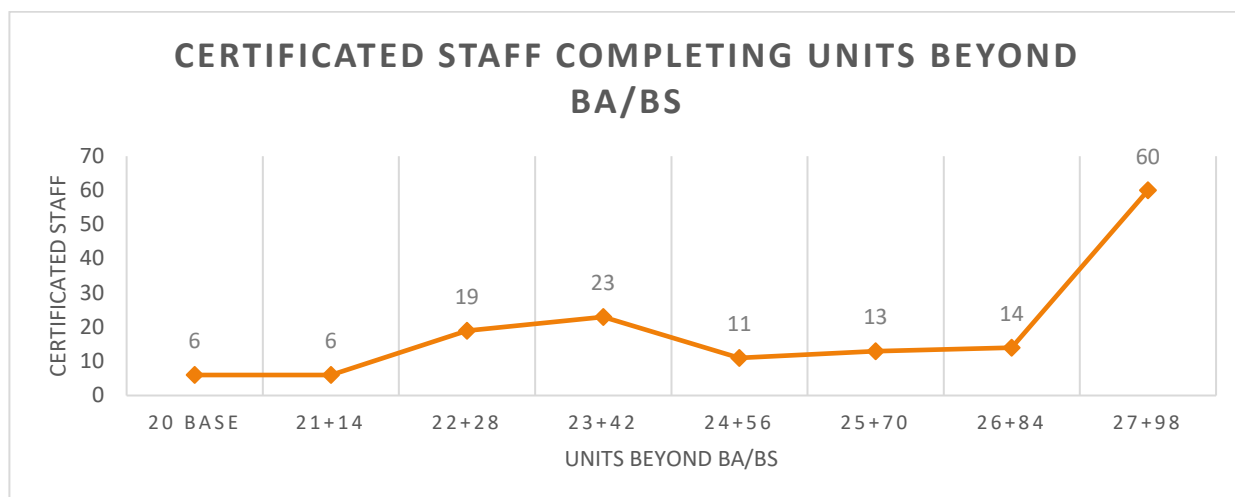
Table 8c

# OF CERTIFICATED STAFF BY CREDENTIAL TYPE 2017-18							
Staff Type	# of Staff	Full	Univ. Intern.	Dist. Intern.	Pre-Intern.	Emergency	Waiver
All Credentialed	163	155 (95.1 %)	8 (4.9 %)	N/A	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
Teachers Only	137	129 (94.2 %)	8 (5.8 %)	N/A	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)

During the above school year, 62% of certificated staff held a Bachelor's degree or Bachelor's degree +30 CEUs. BCCHS encourages its staff to further their education and many employees have earned higher degrees. Thirty-four percent of staff at BCCHS have a Master's degree or higher. Lastly, 4% of certificated staff have doctorate degrees. The average numbers of years that staff have been at BCCHS is six years.

BCCHS is committed to academic achievement and hires additional staff to support student in learning. Currently, the departments with the highest number of staff members include English at 18%, Math at 17% and SPED at 14%. Ninety-four percent of teachers are fully credentialed and 6% are university interns.

Staff Professional Development

TUESDAY MORNING PD – 2016-17					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
August	School not in session	None	Departments	Academies	Faculty Meeting
September	UTLA	Departments	Other Groups: AP, EL, Spec Ed, CTE, all others	Faculty Meeting	NA
October	Departments	Academies	Departments	Faculty Meeting	NA
November	UTLA	Departments	Other Groups: AP, EL, Spec Ed, CTE, all others	Faculty Meeting	Departments
December	None	None	Winter Break	Winter Break	NA
January	Winter Break	Departments	Other Groups: AP, EL, Spec Ed, CTE, all others	Departments	Faculty Meeting
February	UTLA	Academies	Departments	Faculty Meetings	NA
March	Other Groups: AP, EL, Spec Ed, CTE, all others	Departments	Academies	Faculty Meeting	NA
April	Departments	Spring Break	Other Groups: AP, EL, Spec Ed, CTE, all others	UTLA	NA
May	Departments	Academies	Departments	None	Final Exam Week

Student Participation

CLUBS AND PARTICIPATION 2016-17									
	Grade 9		Grade 10		Grade 11		Grade 12		Total
	M	F	M	F	M	F	M	F	
Academic Decathlon	0	0	0	0	2	7	3	2	14
Animal Lovers	0	3	0	8	0	6	6	3	26
Animation Club	0	5	1	4	3	6	11	2	32
Band & Color Guard	3	3	7	5	9	17	8	7	59
Baseball	12	0	10	1	14	0	8	0	45
BCCHS Cheer	0	7	0	16	1	16	7	7	54
BCCHS Gamers	8	2	6	0	7	3	6	0	32
BCCHS US Cyber Patriots	0	0	0	0	0	1	5	0	6
BCCHS Yearbook	0	0	0	0	9	24	15	30	78
Boys Basketball	10	0	9	0	9	0	9	0	37
Boys Golf	3	0	0	0	4	1	3	1	12
Boys Lacrosse	5	0	8	0	11	0	13	0	37
Boys Volleyball	0	0	3	0	5	0	6	0	14
Boys Water Polo	7	0	5	0	5	1	8	1	27
CAL Senate	0	0	0	0	2	3	3	11	19
Careers Through Culinary Arts	0	0	0	0	1	2	2	2	7
Choir Club	3	5	2	5	12	26	26	53	132
Circle of Friends Club	3	0	0	2	3	3	4	10	25
Class of 2019	0	0	0	0	15	73	0	0	88
Class of 2020	0	0	2	20	0	0	0	0	22
Comedy Club	0	0	0	0	2	0	0	0	2
Cross Country	15	12	6	7	20	9	14	7	90
Culinary Arts Club	6	14	1	2	3	6	3	2	37
Divergent Exploration	0	0	1	1	2	8	10	11	33
Feed the Mouth	0	0	1	8	7	20	5	5	46
Film Club	0	0	0	0	0	0	14	8	22
Football	27	0	34	0	34	0	21	0	116
French Club	8	12	2	1	5	7	0	1	36
Girls Basketball	0	12	0	10	0	7	0	2	31
Girls Golf	0	0	0	0	0	3	0	1	4
Girls Lacrosse	0	5	0	15	0	8	0	7	35

Girls Water Polo	0	2	1	4	0	8	2	3	**20**
Knights & Ladies	0	0	0	0	0	0	52	69	**121**
Lady Patriots Volleyball	0	6	0	8	0	10	0	4	**28**
Lit Jesus	1	0	1	3	4	6	2	2	**19**
L.U.C.E.S.	0	3	1	4	1	8	18	27	**62**
Networking Club	1	0	0	0	1	1	9	6	**18**
Nutrition Club	0	0	0	0	0	2	2	3	**7**
Patriots Dance	13	1	4	18	3	10	0	11	**60**
Photography Club	3	6	1	6	2	2	6	1	**27**
Ping Pong Club	0	0	0	0	0	0	18	0	**18**
Pride Club	1	7	1	1	1	9	3	10	**33**
Psychology Club	1	0	0	0	0	1	3	7	**12**
Reaching Out Club	1	3	0	1	5	3	2	14	**29**
Senior Council	0	0	0	0	0	0	4	21	**25**
Softball	0	11	0	9	0	7	0	3	**30**
Sports Medicine	0	0	0	0	1	7	1	4	**13**
Thespian Society	0	0	0	0	1	19	10	15	**45**
Women in STEM	0	0	0	0	0	2	1	9	**12**
Total	131	119	107	159	204	352	343	382	**1797**

CLUBS & STUDENT ORGANIZATIONS

BCCHS provides students with numerous opportunities to be actively involved in extra-curricular activities through CLUBS and organizations. The list below lists 55 active clubs and organizations at BCCHS.

Club Name	Advisor	Meeting Room
Baseball	M. Mowry	GYM
Pride Club	M. Powell	B81
CAL Senate	M. Signaigo	D13
Lady Patriots Volleyball	L. Bennett Riley	Main Gym
Patriots Dance	T. Mathis	Small Gym
K&L	D. Komen	202
Junior Council	L. Humphrey	403
Band & Guard	Z. Krug	J101
Boys Lacrosse	C. Iorio	J103
Girls Lacrosse	S. Silva	J103
Softball	J. Rose, D. Avila	E24
Digital Media	L. Young	E24
Film Club	K. Kelly	G44
Academic Decathlon	L. Herring	207
Girls Basketball	V. Koopongsakorn	Gym
Animation	S. Obloy, A. Bedrossian	H65
Thespian Society	D. Weiss	PA
Girls & Boys Golf	K. Kelly	G44
BCCHS Gamers	S. Obloy	H64
Sports Medicine	S. Silva	J103
Football	J. Rose	Weight Room
Circle Of Friends	B. Parisian	H70
Class of 2020	J. Franco	408
Class of 2019	L. Humphrey	403
Lit Jesus	J. Hwang	209
Photography	P. Munson	M - S
BCCHS Yearbooks	M. Kono	E33

Club Name	Advisor	Meeting Room
French Club	M. Endene	C88
Patriots Poet Society	E. Wilson	D19
Choir Club	M. Suffolk	J105
Divergent Explorations	N. Pedrani	E27
Comic Club	S. Krier	D12
Culinary Club	S. Fredrick	H68
Feed the Mouth	J. Hwang	209
Senior Council	C. Henneman	52
Hiking Club	R. Nino	D16
Lit Journal	R. Nino	D16
Culinary Arts Club	S. Fredrick	H68
Cycling Club	E. Turner	C84
Forensic Club	K. Wettels	E30
Cross Country	S. King	Track
Debate Club	E. Wilson	D13
L.U.C.E.S	N.Pedrani	D18
Psychology Club	Mrs. Wydra	D17
Love Army	Mr. Wydra	402
Ping Pong Club	Mr. Stone	H64
Bakeology	Mr. Kim	204
Reaching Out Club	I. Andrade	S - 97
Animal Lovers	M. Powell	B81
Water Polo	V. Kezman	Swimming pool
Boys Basketball	N. Halic	Old gym
Women in STEM	C. Lovegren	F35
Anime Club	D. Komen	202
BCCHS Cheer	E. Griffin	B75
Networking	A. Arellano	B79

ATHLETICS

BCCHS has a rich athletic program. In 2017-18, more than 1400 students are participating in one or more sports. For years, students have benefitted from building character, healthy lifestyle, and discipline. BCCHS's campus contains some of the finest athletic facilities in the Los Angeles area:

- 11,000 seating capacity football and all-weather track
- three gyms for volleyball and basketball
- two fenced softball fields
- state of the art baseball field
- Olympic-sized pool
- tennis courts
- lacrosse and soccer field
- practice fields
- weight rooms

BCCHS has consistently had about the same number of teams yearly. Participation in athletics has varied through the years. When reviewing the total number of participants for sports, 40% have been female and 60% have been males. The increased rate of males participating in sport teams is due to the 3 additional all male sports teams.

Table 11a

ATHLETIC TEAMS AND PARTICIPATION 2012-2016							
	# Teams				Participation		
	Male	Female	Comb	Total	Male	Female	Total
2012-13	11	7	5	23	605	270	875
2013-14	10	7	5	22	605	418	1,023
2014-15	10	7	5	22	479	351	830
2015-16	11	7	5	23	587	406	993
2016-17	10	7	5	22	563	365	928

Table 11b

ATHLETIC TEAMS AND PARTICIPATION 2016-2017			
Male Sports Teams	# Participating	Female Sports Teams	# Participating
FALL SPORTS		*FALL SPORTS*	
Basketball	36	Basketball	44
Cross Country	58	Cross Country	42
Soccer	52	Soccer	36
Water Polo	29	Water Polo	25
Wrestling	45	Wrestling	36
Football	117	Golf	12
		Tennis	19
		Volleyball	17

SPRING SPORTS		*SPRING SPORTS*	
Lacrosse	35	Lacrosse	36
Track & Field	85	Track & Field	72
Baseball JV	46	**Softball**	25
Golf	7	**Swim**	1
Swim	24		
Tennis	15		
Volleyball	14		

Table 11c

YEARLY ATHLETIC TEAMS & PARTICIPATIONS ANALYSIS										
GENDER	**Males**					**Females**				
SPORT	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
Baseball	41	35	35	40	46					
Basketball	29	39	23	36	36	23	41	37	44	44
Cross Country	52	68	37	59	58	43	62	23	62	42
Football	106	133	99	119	117					
Golf	5	9	6	7	7	7	9	7	6	12
Lacrosse	62	30	42	43	35	21	26	28	38	36
Soccer	45	48	42	55	52	38	34	36	33	36
Softball						16	33	28	34	25
Swim	35	36	30	30	24	5	29	34	26	1
Tennis	18	13	13	15	15	14	15	14	17	19
Track & Field	106	83	54	72	85	69	107	62	72	72
Volleyball	33	27	12	17	14	14	29	34	17	17
Water Polo	17	22	27	32	29	16	18	21	21	25
Wrestling	56	62	59	62	45	4	15	27	36	36
TOTAL	605	605	479	587	563	270	418	351	406	365

Of all the sports that BCCHS offers, football, track & field, cross country, and soccer are among the sports with the most students. The actual number of students participating in sports teams has been contingent on the school enrollment for the year, however, at least 25% of students participate during the school year.

Table 11d

PHYSICAL FITNESS REPORT 2014-2016: BIRMINGHAM HIGH SCHOOL AND STATE OF CALIFORNIA												
	2014-2015				2015-2016				2016-2017			
	BCCHS		State		BCCHS		State		BCCHS		State	
Physical Fitness Area	% In HFZ	% Not In HFZ	% In HFZ	% Not In HFZ	% In HFZ	% Not In HFZ	% In HFZ	% Not In HFZ	% In HFZ	% Not In HFZ	% In HFZ	% Not In HFZ
Aerobic Capacity	45.1	54.9	63.8	36.2	52.0	48.0	63.5	36.5	45.3	54.7	61.9	38.1
Body Composition	59.5	40.5	64.0	36.0	62.5	37.5	63.8	36.2	56.1	43.9	62.8	37.2
Abdominal Strength	80.7	19.3	85.4	14.6	81.1	18.9	84.4	15.6	78.0	22.0	82.6	17.4
Trunk Extensor Strength	91.8	8.2	90.6	9.4	96.2	3.8	90.3	9.7	91.3	8.7	89.7	10.3
Upper Body Strength	78.4	21.6	74.1	25.9	74.8	25.2	72.6	27.4	71.4	28.6	70.9	29.1
Flexibility	83.6	16.4	84.8	15.2	89.5	10.5	84.8	15.2	82.2	17.8	84.2	15.8

BCCHS provides assistance to students to perform well in state testing including the FitnessGram. For the 2016-2017 school year, BCCHS placed below the State average on the Aerobic Capacity, Body Composition, Abdominal Strength and Flexibility tests. However, BCCHS placed above the State in the Trunk Extensor Strength and Upper Body Strength tests. In order to address the low performance, BCCHS has increased the testing of older students (grade 10, 11,12), as well as redesigned the physical education curriculum to align with the FitnessGram. BCCHS is also considering placing pure 9th grade PE classes in the master schedule in the future.

STUDENT PERFORMANCE DATA

Smarter Balanced Assessment Consortium (SBAC)

BCCHS experienced dramatic gains in both Math and ELA for the 2015-16 and 2016-17 school years compared to the 2014-15 school year. These gains can be attributed to the following:

- Increased school-wide awareness of SBAC goals
- Student incentives and pep rally
- Interim Comprehensive Assessment (ICA) administration and analysis of results
- Increased training of ELA and Math teachers concerning:
  - Content area blueprints
  - SBAC item types and formats
  - Overall scale score ranges
  - Overall achievement level designations
  - Claim score information and analysis
  - SBAC rubrics and exemplars
  - Hand scoring of constructed responses and performance tasks
  - Creation of SBAC preparation classes in grade 11

SBAC ENGLISH LANGUAGE ARTS (ELA)

BCCHS has made great improvement in the summative assessment in ELA. In the 2014-2015 school year, 42% of students met or exceeded the ELA standard. The following year, that number increased to 64% of students meeting or exceeding the ELA standard. BCCHS experienced a slight decrease of 1.1% in the 2016-17 school year as 62.9% of students met or exceeded the standard. The success in SBAC ELA scores can be attributed to various factors including tutoring opportunities for students, professional development for teachers, counselor meetings, and implementation of support classes.

Table 12a

Exam	Year	# Students Counted	%Adv	% Pro	% Basic	% Below Basic

Exam	Year	# Students Counted	%Adv	% Pro	% Basic	% Below Basic
ELA	2014-15	747	11%	31%	34%	24%
	2015-16	787	24%	40%	22%	14%
	2016-17	733	26%	36%	22%	15%

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS SBAC RESULTS 2014 THROUGH 2017

ELA SBAC Yearly Results

	2014-15	2015-16	2016-17
%Exceeded	11%	24%	26%
%Met	31%	40%	36%
%Nearly Met	34%	22%	22%
%Not Met	24%	14%	15%
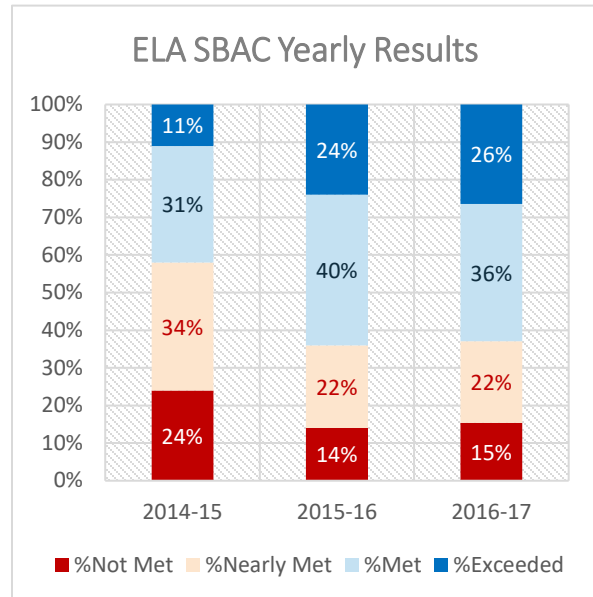
ENGLISH-LANGUAGE ARTS SBAC 2016-17

Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	28	46%
Asian	12	50%
Filipino	13	69%
Hispanic or Latino	628	63%
White (not Hispanic)	37	73%
2 or More Races	15	53%
Economically Disadvantaged	664	63%
English Learners	47	2%
Students with Disabilities	81	17%

California Department of Education
* Numerically Insignificant

BCCHS' numerically significant subgroups include: African American, Hispanic, White, Economically Disadvantaged, English Learners and Students with Disabilities (SWDs). Filipino, White, and Hispanic students were the subgroups that had the greatest number of students meet or exceed the ELA standard. English Learners and SWDs had the least number of students scoring met or exceeded at 2% and 17% respectively. Furthermore, 63% of students who are economically disadvantaged met or exceeded the ELA standard.

It is evident by Table 12c and the graph shown below that BCCHS students outperformed the State and LAUSD in SBAC ELA. BCCHS had 62.9% of students meet or exceed the ELA standard whereas the Statwand LAUSD had 60% and 55% respectively.

Table 12c

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS SBAC RESULTS 2016-17 SCHOOL COMPARISON						
Exam	School	Mean Scale Score	%Exceeded	% Met Standard	% Nearly Met	% Not Meet
ELA	STATE	2602.5	27.72%	32.04%	21.34%	18.91%
	BCCHS	2608.3	26.47%	36.43%	21.69%	15.42%
	LAUSD	2587.2	21.30%	33.26%	24.52%	20.92%

2016-17 SBAC ELA Test Results Comparison
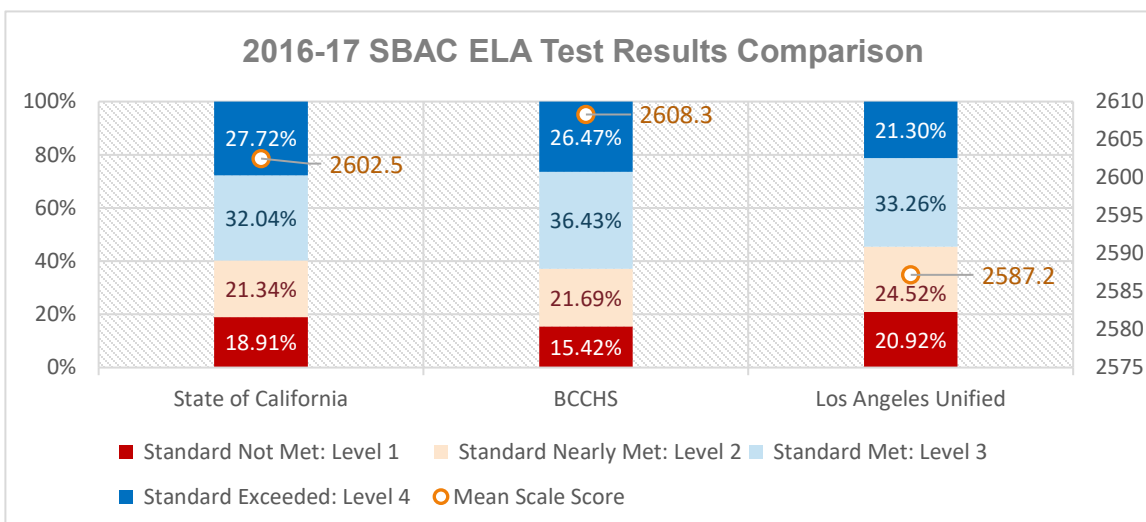
Conversely, in the first year of the SBAC implementation in the 2014-2015 school year, BCCHS had only 42% of students meeting or exceeding the standards which was below both the LAUSD and State rates at 48% and 56% respectively.

Table 12d

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS SBAC RESULTS YEARLY SCHOOL COMPARISON

YEAR	School	Mean Scale Score	%Exceeded	% Met Standard	% Nearly Met	% Not Meet
2014-2015	STATE	2591.8	23%	33%	24%	20%
	BCCHS	2563.7	11%	31%	34%	24%
	LAUSD	2568.8	14%	34%	29%	24%
2015-2016	STATE	2599.8	26%	33%	22%	19%
	BCCHS	2610.1	24%	40%	22%	14%
	LAUSD	2586.7	19%	35%	26%	20%
2016-2017	STATE	2602.5	28%	32%	21%	19%
	BCCHS	2608.3	26%	36%	22%	15%
	LAUSD	2587.2	21%	33%	25%	21%
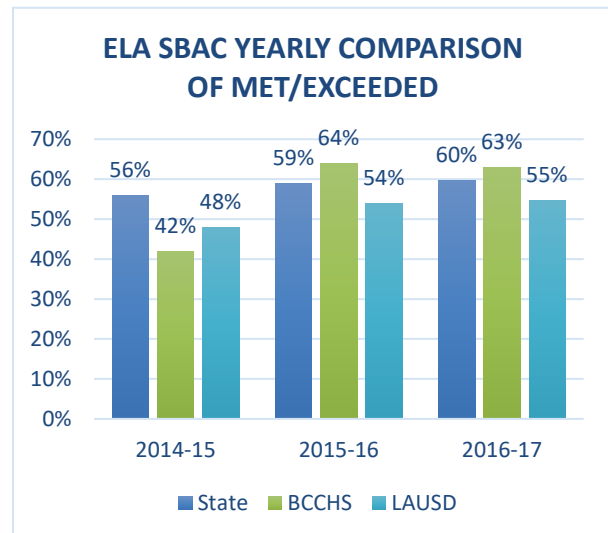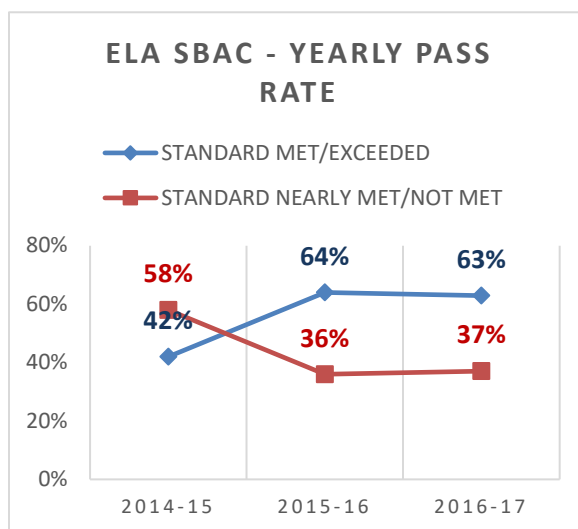
Analysis of SBAC ELA results (see Table 12e) indicates that BCCHS' significant subgroups have made gains on the SBAC since its inception. Current significant subgroups by ethnicity and program include:

- African American
- Hispanic
- White
- Economically Disadvantaged
- English Learners
- SWDs
- School wide

The following significant subgroups experienced a decline that is not statistically significant (1% to 2%) in students meeting or exceeding the ELA standard: African American, Hispanic, Economical Disadvantaged, and SWDs. ELs experienced an 9% drop from the previous year. The White subgroup had a 9% gain. Nevertheless, all significant subgroups in 2016-17 maintained a higher percentage rate of students meeting or exceeding the standard than in the 2014-15 school year.

Table 12e

YEARLY SBAC ANALYSIS BY PROGRAM AND ETHNICITY												
YEAR	2016-2017				2015-2016				2014-2015			
Subgroup	Tested	Scale Score	Met/Exceeded	Nearly Met/Not	Tested	Scale Score	Met/Exceeded	Nearly Met/Not	Tested	Scale Score	Met/Exceeded	Nearly Met/Not
African American	28	2550.5	46%	54%	41	2571.9	52%	48%	43	2518.2	28%	73%
Asian	12	2578.9	50%	50%	14	2656.2	93%	7%	11	2588.5	54%	45%
Filipino	13	2624.6	69%	31%	16	2667.9	81%	19%	26	2610.0	61%	39%
Hispanic	628	2609.1	63%	37%	642	2609.0	64%	36%	599	2560.5	41%	59%
White	37	2646.6	73%	27%	63	2613.4	64%	37%	60	2594.5	57%	43%
2 or More	15	2597.3	53%	47%	8	*	*	*	3	*	*	*
Economically Disadvantaged	664	2607.8	63%	37%	701	2610.0	65%	35%	647	2564.0	42%	58%
English Learners	47	2456.1	2%	98%	65	2470.8	11%	89%	59	2455.8	0%	100%
Students with Disabilities	81	2503.3	17%	83%	84	2510.7	18%	82%	87	2496.0	13%	86%

The stacked column charts below reveal the increase or decrease in scale score and passage rate. Met and Exceeded have been grouped together in dark blue. Although not significant subgroups, the Filipino and Asian subgroups have been grouped together.

ELA SBAC SY 2015-16 VS SY 2016-17

	2015/16 TOTAL	2016/17 TOTAL	2015/16 NSLP	2016/17 NSLP	2015/16 SWD	2016/17 SWD	2015/16 EL	2016/17 EL
MET/EXCEEDED	64%	63%	65%	63%	18%	17%	11%	2% / 34%
NEARLY MET	22%	22%	22%	22%	39%	32%	29%	34%
NOT MET	14%	15%	13%	15%	43%	51%	60%	64%
AVG SCORE	2610.1	2608.3	2610.0	2607.8	2510.7	2503.3	2470.8	2456.1

NOT MET — NEARLY MET — MET/EXCEEDED — AVG SCORE

ELA SBAC SY 2015-16 VS SY 2016-17

	2015/16 HISPANIC	2016/17 HISPANIC	2015/16 WHITE	2016/17 WHITE	2015/16 AFR AM	2016/17 AFR AM	2015/16 ASIAN (w FIL)	2016/17 ASIAN (w FIL)
MET/EXCEEDED	64%	63%	64%	73%	52%	46%	87%	60%
NEARLY MET	22%	21%	21%	19%	24%	29%	13%	29%
NOT MET	14%	15%	16%	8%	24%	25%		12%
AVG SCORE	2609.0	2609.1	2613.4	2646.6	2571.9	2550.5	2662.1	2601.8

NOT MET — NEARLY MET — MET/EXCEEDED — AVG SCORE

Interim Comprehensive Assessment (ICA)

In the 2015-16 school year, BCCHS administered the Interim Comprehensive Assessments to grade levels 9-11 to monitor student progress. We use the results to inform and improve instruction, prepare students for the summative SBAC, and help students meet the challenge of college and career standards. By administering the ICAs, staff have been able to identify students at risk of not meeting the standards.

Table 12f

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS ICA RESULTS							
Exam	Year	# Students Counted	% Exceeded	% Met	% Nearly Met	% Not Meet
ICA ELA	2015-16	2,223	10%	29%	38%	23%
	2016-17	2,048	16%	34%	30%	20%

ICA ELA Overall Yearly Comparison

2015-16: EXCEEDED 10%, MET 29%, NEARLY MET 38%, NOT MEET 23%
2016-17: EXCEEDED 16%, MET 34%, NEARLY MET 30%, NOT MEET 20%

NOT MEET   NEARLY MET   MET   EXCEEDED
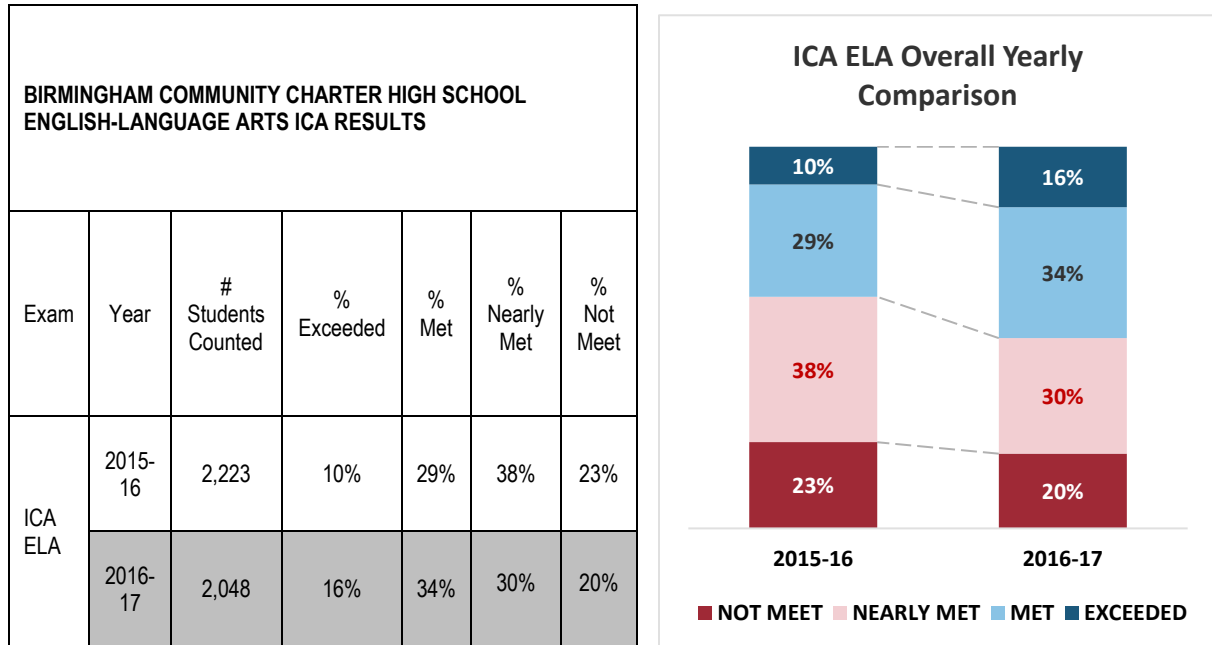
ICA ENGLISH-LANGUAGE ARTS (ELA)

The 2015-2016 school year BCCHS saw a total passage rate of 39% for all students tested in all grades. The passage rate increased for the 2016-2017 school year to 50% of students. The percentage of students scoring exceeded increased from 10 percent to 16 percent while the percentage of students scoring met increased from 29 percent to 34 percent.

Table 12g

ENGLISH-LANGUAGE ARTS ICA ALL GRADES 2016-17		
Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	81	44%
American Indian or Alaska Native	_	_
Asian	26	62%
Filipino	46	67%
Hispanic or Latino	1,759	49%
Pacific Islander	3	33%
White (not Hispanic)	97	60%
Socioeconomically Disadvantaged	1,753	50%
English Learners	139	3%
Students with Disabilities	227	14%

California Department of Education
* Numerically Insignificant

As a whole, multiple subgroups scored over the 50% threshold for meeting and exceeding standards. Those subgroups are Asian, Filipino, White, and Socioeconomically Disadvantaged. The Hispanic subgroup almost met the 50% mark (overall 50% of meeting or exceeding for the 2016-2017 school year).

9th GRADE ELA ICA

Table 12h

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS ICA RESULTS FROM 2015-2016 FOR 9TH GRADE ONLY						
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet
ICA ELA	2015-16	745	5%	29%	40%	26%
	2016-17	647	11%	33%	31%	25%

ICA 9th Grade Comparison

	2015-16	2016-17
EXCEEDED	5%	11%
MET	29%	33%
NEARLY MET	40%	31%
NOT MEET	26%	25%

Legend: ■ NOT MEET ■ NEARLY MET ■ MET ■ EXCEEDED
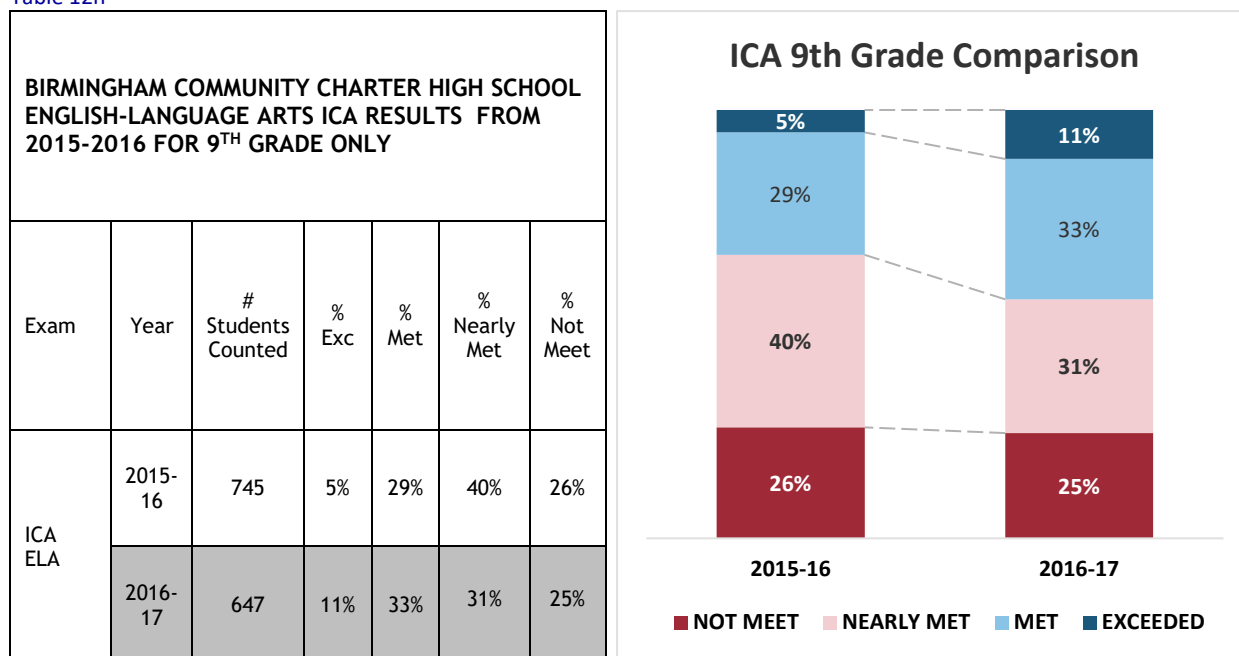
Fewer 9th grade students were tested for the ELA ICA exam in the 2016-2017 school year as opposed to 2015-2016 school year. When analyzing the data in the 2015-2016 school year, there was a "met/exceeding" rate of 34% whereas in the 2016-2017 school year there was a "met/exceeding" rate of 44%. These results give us an opportunity to prepare the students for the next two years before they are tested for the summative assessment. Counselors have methodically placed students in classrooms where students will be equipped for grasping knowledge in ELA fundamental areas. Only 44% of the 9th graders received a score of "met/exceeded." However, it is important to highlight that the ICAs are designed to be taken by 11th graders and we therefore anticipate that 9th grade student scores will increase by the time they take the SBAC.

When viewing the subgroup data, few subgroups met/exceeded the overall 2016-2017 50% passing threshold. Asian, Filipino, and White were well over 50% but other subgroups such as African American, Hispanic, and Socioeconomically Disadvantaged were short of the 50% overall passing rate. English Learners & Students with disabilities scored the lowest with 0% and 8% respectively. Programs have been implemented to assist these students to achieve academically.

ENGLISH-LANGUAGE ARTS ICA 9TH GRADE CLASS ONLY FOR 2016-17		
Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	24	46%
American Indian or Alaska Native	_	_
Asian	5	80%
Filipino	14	71%
Hispanic or Latino	579	43%
Pacific Islander	1	0%
White (not Hispanic)	19	53%
Socioeconomically Disadvantaged	566	44%
English Learners	56	0%
Students with Disabilities	71	8%

10th GRADE ELA ICA

Table 12j

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS ICA RESULTS FROM 2015-2016 FOR 10TH GRADE ONLY						
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet
ICA ELA	2015-16	748	13%	30%	37%	21%
	2016-17	712	14%	35%	31%	19%

ICA 10th Grade Comparison

	2015-16	2016-17
EXCEEDED	13%	14%
MET	30%	35%
NEARLY MET	37%	31%
NOT MEET	21%	19%

NOT MEET   NEARLY MET   MET   EXCEEDED
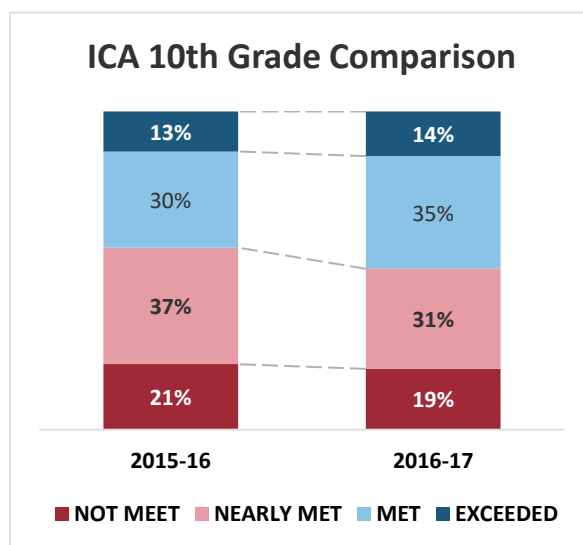
The 10th Grade ELA ICA was given to about the same number of students. In 2015-2016, 43% of 10th graders met/exceeded the standard. This increased to 49%, just 1% shy of the 50% threshold for the 2016-2017 school year. Like the 9th grade students, BCCHS anticipates that these sophomore students will score higher on the SBAC for 2017-2018 school year.

ENGLISH-LANGUAGE ARTS ICA 10TH GRADE CLASS ONLY FOR 2016-17		
Subgroup	**Students Scored**	**% Students Scoring Proficient and Above**
African American	30	50%
American Indian or Alaska Native	_	_
Asian	10	50%
Filipino	20	65%
Hispanic or Latino	591	48%
Pacific Islander	2	50%
White (not Hispanic)	40	50%
Socioeconomically Disadvantaged	587	49%
English Learners	39	3%
Students with Disabilities	79	14%

Many subgroups were able to meet or pass the 50% overall ICA ELA benchmark including the African American, Asian, Filipino, Pacific Islander, and White students. The Hispanic and Socioeconomically Disadvantaged subgroup, which makes up the higher part of the school population, were just shy of the 50% threshold. Our efforts continue with the English Learners and Students with Disabilities as they underperformed and scored below the 50% mark. Tenth grade English Learners and Students with Disabilities did score higher than the 9th graders. BCCHS continues to monitor these student groups closely for improvement.

11th GRADE ELA ICA

Table 12l

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ENGLISH-LANGUAGE ARTS ICA RESULTS FROM 2015-2016 FOR 11TH GRADE ONLY						
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet
ICA ELA	2015-16	730	12%	29%	37%	21%
	2016-17	688	22%	35%	28%	15%

ICA 11th Grade Comparison

	2015-16	2016-17
EXCEEDED	12%	22%
MET	29%	35%
NEARLY MET	37%	28%
NOT MEET	21%	15%
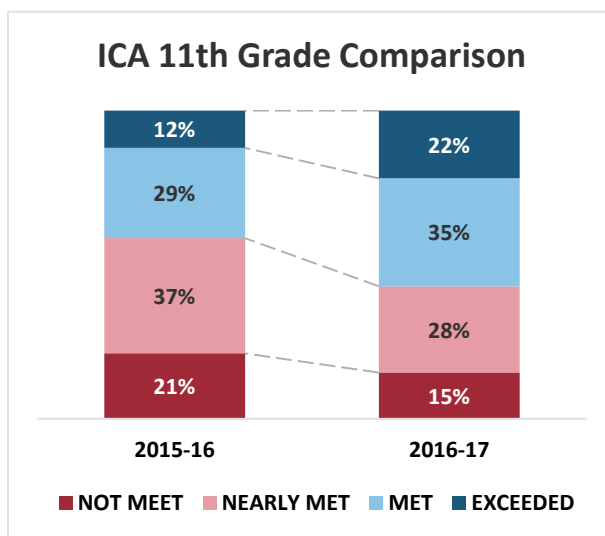
Fewer 11th grade students took the ICA ELA test in the 2016-2017 school year than the 2015-2016 school year. In the 2015-16, 41% of students met or exceeded the ELA standard. The following year saw a great improvement in test results as 57% of 11th graders met or exceeded the standard. As the ICA ELA is tailored to be closely related to the SBAC ICA ELA, we were eager to see how the results would compare. The SBAC overall score for the 2016-2017 school year was 63%.

ENGLISH-LANGUAGE ARTS ICA 11TH GRADE CLASS ONLY FOR 2016-17		
Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	27	37%
American Indian or Alaska Native	_	_
Asian	10	70%
Filipino	12	66%
Hispanic or Latino	589	56%
Pacific Islander	_	_
White (not Hispanic)	38	74%
Socioeconomically Disadvantaged	600	56%
English Learners	44	7%
Students with Disabilities	77	19%

The 11th grade had the greatest number of subgroups that met or exceed the overall ELA ICA threshold passing rate of 50%. Subgroups such as Asian, Filipino, Hispanic, White, and Socioeconomically Disadvantaged had scores well over the 50% overall passing threshold.

Although subgroups like English Learners and Students with Disabilities underperformed the 50% threshold, it is encouraging to note that they exceeded the passing rates of both 9th and 10th grade students. The met/exceeded rate for English Learners was 7% and the met/exceeded rate for Student with Disabilities was 19%.

Smarter Balanced Assessments - Mathematics

SBAC MATHEMATICS

In 2014-15, 13% of BCCHS students met or exceeded the standard in the SBAC math. In the 2015-16, this increased to 26%. In 2016-17, this number declined slightly to 25%. While these data show positive and/or steady growth, it is apparent that substantial improvement is still needed to ensure continued progress in meeting the math standards.

Table 13a

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS SBAC RESULTS FROM 2014-2016						
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Met
MATH	2014-15	754	3%	10%	20%	67%
	2015-16	793	7%	19%	31%	44%
	2016-17	745	6%	19%	24%	52%

MATH SBAC Yearly Comparison
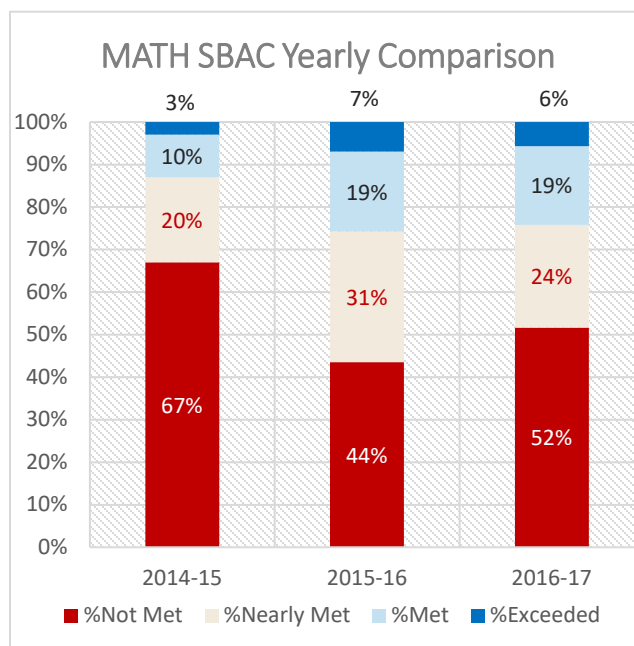
The following strategies are being employed to improve student achievement in math:

- All teachers continue to utilize the BCCHS instructional model - Direct Interactive Instruction (DII) - to increase the cognitive engagement of students and rigor of courses.
- Math teachers (including those teaching SWD and EL) participated in workshops designed to familiarize them with SBAC question types, performance task characteristics, scoring guidelines, rubrics, and exemplars in preparation to score fall ICA exams.
- One co-teaching partnership has been implemented in the Special Day Program. The partnership includes one General Education math content teacher, one Special Education teacher, and one paraprofessional.
- All 11th grade students are enrolled in a math class to ensure that all students have access to three years of math curriculum aligned to California Math Standards and to improve the overall math proficiency of all students at all levels.
- The Common Core Math Practice Standards are emphasized in all Pre-Algebra, Algebra 1, Geometry, and Algebra 2 courses to ensure that student problem-solving in math is aligned with California Math Standards and SBAC expectations.
- All 9th and 10th grade students have been scheduled into a double block of math in Pre-Algebra, Algebra 1/Honors Algebra 1, Geometry/Honors Geometry, and Algebra 2/Honors Algebra 2 to ensure that students receive a strong foundation in both Math content and skills.

- Selected 11th grade students have been enrolled in a semester long Common Core Math course to strengthen skill levels in the eight Math Practice Standards.
- Pearson Realize online supplemental support has been implemented in all Algebra 1 and Geometry courses
- EADM/IO formative and summative assessments have been employed to monitor student progress, inform instruction and provide students with an online assessment platform similar to SBAC.
- Adoption of Mathematics Diagnostic Placement Test (MDPT) is utilized to assess student strengths and weaknesses and as an additional indicator to place 9th grade students in appropriate level math courses.

Table 13b

MATHEMATICS SBAC 2016-17

Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	28	18%
Asian	12	42%
Filipino	13	46%
Hispanic or Latino	639	23%
White (not Hispanic)	38	39%
2 or More Races	15	33%
Economically Disadvantaged	675	24%
English Learners	59	3%
Students with Disabilities	81	0%

The overall 24.2% "met/exceeding" rate for MATH SBAC was surpassed by such subgroups as Asian at 42%, Filipino at 46%, White at 39%, and 2 or more races at 33%. Subgroups such as English Learners and Students with disabilities saw very low scores at 3 and 0%. The State had a passage rate of "met/exceeding" of 32%, LAUSD had a passage rate of "met/exceeding" of 24%, and BCCHS had a passage rate of "met/exceeding" of 24.2%.

2016-17 SBAC MATH Test Results
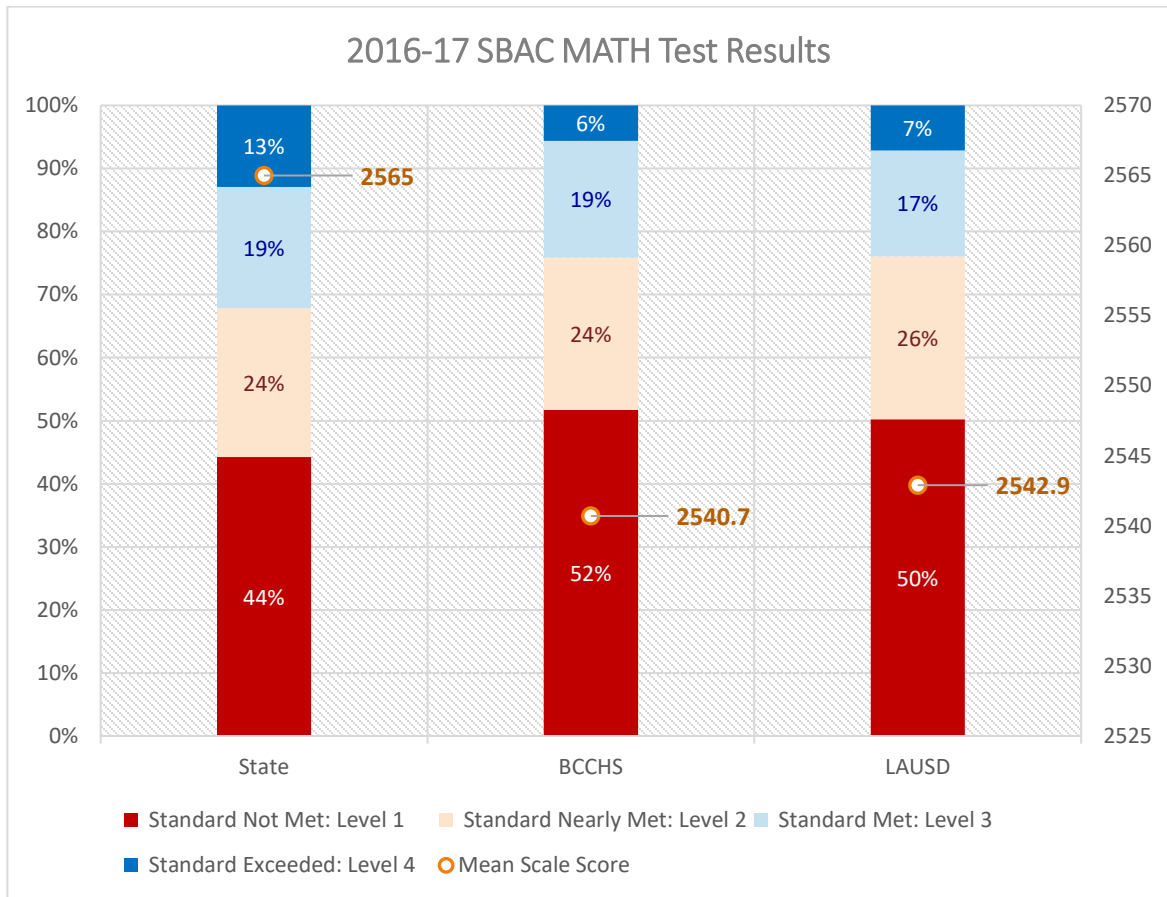
The stacked column above shows an easier way to view the Math test results for the 2016-2017 school year. The Y-axis has been expanded enough to see the difference between Birmingham's passage rate and LAUSD's passage rate. The difference between both scale scores is 2.2. Birmingham had an average scale score of 2.2 less than LAUSD.

Table 13c

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS SBAC RESULTS 2016-17 SCHOOL COMPARISON						
Exam	School	Mean Scale Score	%Exceeded	% Met Standard	% Nearly Met	% Not Meet
MATH	STATE	2565.0	12.92%	19.22%	23.64%	44.22%
	BCCHS	2540.7	5.64%	18.52%	24.16%	51.68%
	LAUSD	2542.9	7.13%	16.79%	25.84%	50.24%

Table 13d

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS SBAC RESULTS YEARLY SCHOOL COMPARISON

YEAR	School	Mean Scale Score	%Exceeded	% Met Standard	% Nearly Met	% Not Meet
2014-2015	STATE	2560.3	11%	18%	25%	45%
	BCCHS	2504.0	3%	10%	20%	67%
	LAUSD	2531.5	5%	15%	26%	54%
2015-2016	STATE	2567.8	13%	20%	25%	43%
	BCCHS	2557.9	7%	19%	31%	44%
	LAUSD	2548.0	7%	18%	27%	48%
2016-2017	STATE	2565.0	13%	19%	24%	44%
	BCCHS	2540.7	6%	19%	24%	52%
	LAUSD	2542.9	7%	17%	26%	50%

MATH SBAC - YEARLY PASS RATE

- STANDARD MET/EXCEEDED
- STANDARD NEARLY MET/NOT MET
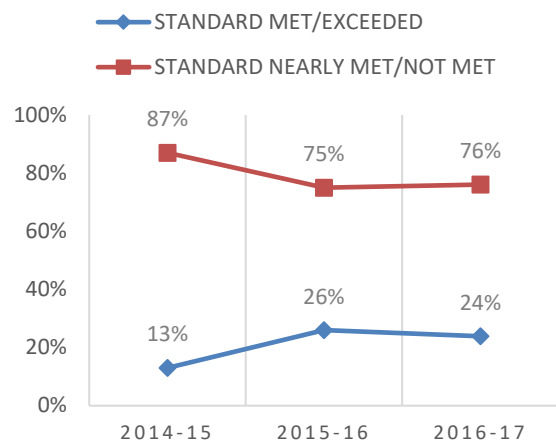
MATH SBAC YEARLY COMPARISON OF MET/EXCEEDED

- State of California
- Birmingham Community Charter High
- Los Angeles Unified
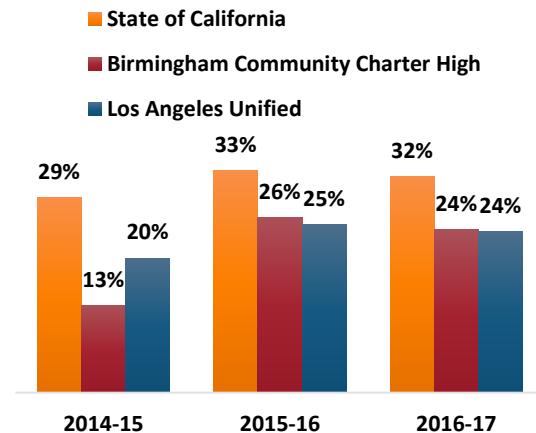
Subgroups such as African American, Filipino, Hispanic, and Economically Disadvantaged all saw slight drops in passage rates for MATH SBAC. White and Asian students had a drop in percentage as well as English learner students and students with disabilities. With the new implementation of our new testing software, our hope is that more students will achieve proficiency than previously.

YEARLY SBAC ANALYSIS BY PROGRAM AND ETHNICITY											
YEAR	2016-2017				2015-2016				2014-2015		
Subgroup	Tested	Scale Score	Met/Exceeded	Nearly Met/Not	Tested	Scale Score	Met/Exceeded	Nearly Met/Not	Tested	Scale Score	Met/Exceeded	Nearly Met/Not
African American	28	2515.0	18%	82%	41	2519.5	17%	83%	44	2450.0	2%	97%
Asian	12	2591.1	42%	58%	14	2594.7	35%	65%	14	2613.9	50%	50%
Filipino	13	2588.0	46%	54%	16	2600.5	44%	56%	26	2563.1	27%	73%
Hispanic	639	2537.1	23%	77%	648	2555.4	24%	75%	602	2499.3	11%	89%
White	38	2582.8	39%	61%	63	2585.2	35%	65%	60	2530.8	21%	78%
2 or More	15	2553.9	33%	67%	8	*	*	*	3	*	*	*
Economically Disadvantaged	675	2538.8	24%	76%	707	2558.0	25%	74%	653	2504.5	13%	87%
English Learners	59	2421.0	3%	97%	65	2470.8	11%	89%	65	2414.1	2%	98%
Students with Disabilities	81	2449.7	0%	100%	84	2459.8	6%	94%	88	2421.0	0%	100%

The stacked column graphs below allow results for a better comparison from 2016-2017 school year to the prior. The following significant subgroups experienced a decline from the previous year that is not statistically significant (1% to 2%) in students meeting or exceeding the Math standard: Hispanic, Economical Disadvantaged and school wide. ELs experienced an 8% drop and SWDs a 6% drop from the previous year. The White and African-American subgroups experienced a 4% and 1% gain respectively. Nevertheless, all significant subgroups in 2016-17 maintained a higher percentage rate of students meeting or exceeding the standard than in the 2014-15 school year.

MATH SBAC SY 2015-16 VS SY 2016-17

MATH SBAC SY 2015-16 VS SY 2016-17
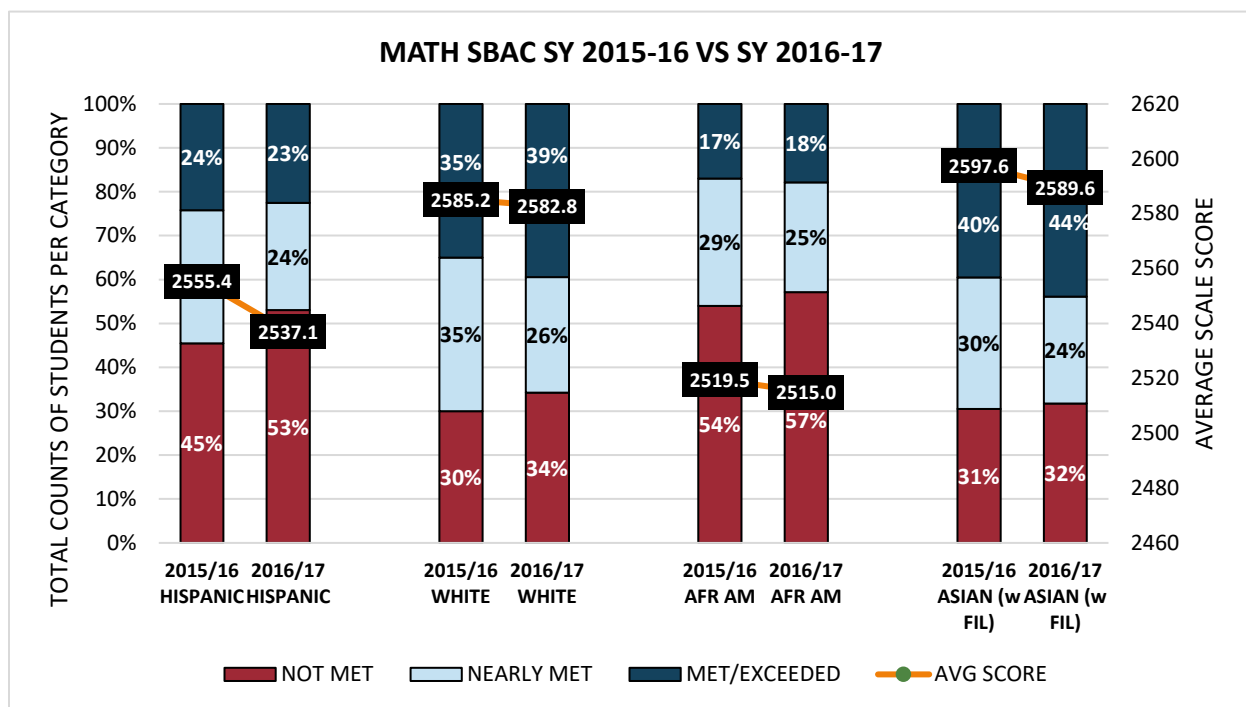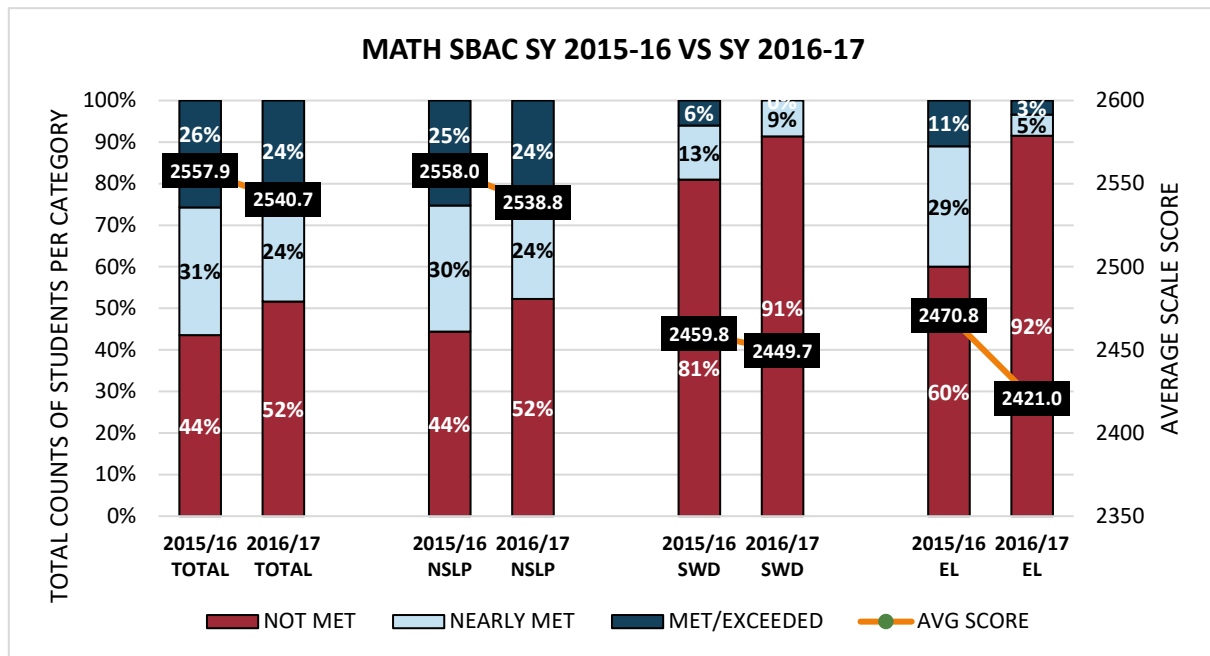
Interim Comprehensive Assessment (ICA) – Mathematics

Table 13f

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS ICA RESULTS FROM 2015-2016 FOR ALL GRADES						
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet
ICA MATH	2015-16	2,125	2%	13%	30%	56%
	2016-17	2,142	5%	14%	27%	54%

ICA MATH Overall Yearly Comparison
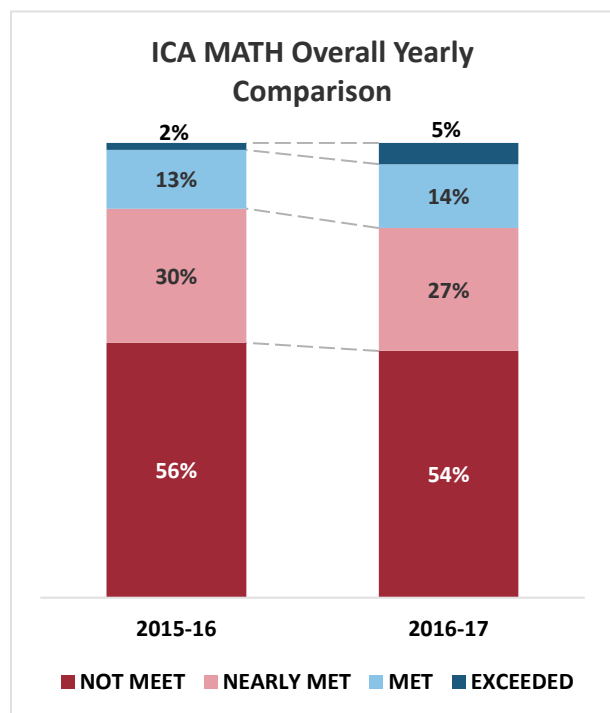
The interim comprehensive assessment allows our school to test students and be able to forecast future test scores and predict meeting and exceeding rates for the summative assessment. Overall, there were more students that took the ICA MATH in 2016-2017 than in the 2015-2016 school year. The rate of students meeting or exceeding math standards for the 2015-2016 school year was 15%. The rate for students in the 2016-2017 school year amounted to 19%. We can see an increase overall for the Math section in the ICA.

The overall rate for MATH for all grades scoring at met or exceeded levels was 19% for the 2016-2017 school year. The subgroups who met or exceeded the standard were Asian at 39%, Filipino at 41%, White at 28%, and socioeconomically disadvantaged at 19%. The remaining subgroups in grades 9-11 underperformed on the ICA MATH especially the English learners and SWDs.

Table 13g

MATHEMATICS ICA ALL GRADES FOR 2016-17		
Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	80	14%
American Indian or Alaska Native	–	–
Asian	28	39%
Filipino	44	41%
Hispanic or Latino	1,842	17%
Pacific Islander	3	0%
White (not Hispanic)	106	28%
Socioeconomically Disadvantaged	1,832	19%
English Learners	216	1%
Students with Disabilities	235	1%

9th GRADE MATH ICA

Table 13h

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS ICA RESULTS FROM 2015-2016 FOR 9TH GRADE ONLY							
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet	
ICA MATH	2015-16	715	1%	10%	26%	63%	
	2016-17	673	4%	9%	26%	61%	

ICA MATH for 9th Grade
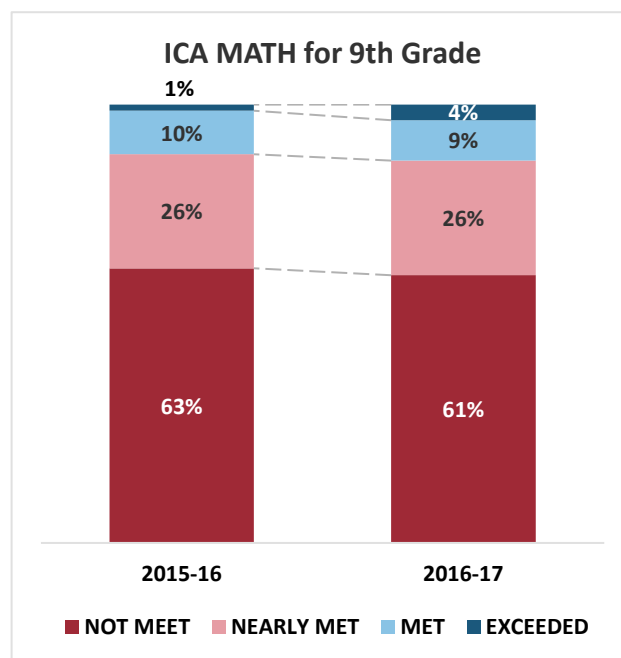
Fewer students were assessed on the ICA MATH for 9th grade in 2016-2017 than in 2015-2016. There was an increase of 2% points in the number of students that scoring met or exceeded in 2016-17 compared to 2015-16.

Of the 9th grade subgroups that met or exceeded the standard in math, 14% were Asian, 25% were Filipino, 13% were Hispanic, and 19% were white. Both the English Learner and students with disabilities subgroups had no students meeting or exceeding the standards.

Table 13i

MATHEMATICS ICA 9TH GRADE CLASS ONLY FOR 2016-17		
Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	23	4%
American Indian or Alaska Native	–	–
Asian	7	14%
Filipino	12	25%
Hispanic or Latino	600	13%
Pacific Islander	1	0%
White (not Hispanic)	22	19%
Socioeconomically Disadvantaged	589	12%
English Learners	88	0%
Students with Disabilities	67	0%

10th GRADE MATH ICA

10th GRADE MATH ICA

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS ICA RESULTS FROM 2015-2016 FOR 10TH GRADE ONLY							
Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet	
ICA MATH	2015-16	708	2%	14%	27%	57%	
	2016-17	753	4%	14%	27%	55%	

ICA MATH for 10th Grade
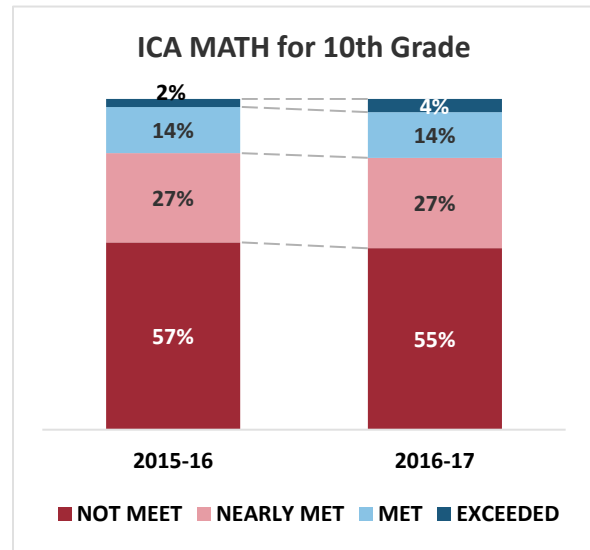
As with 9th grade, there were more 10th grade students assessed on the ICA in 2016-2017 than in 2015-2016. In both school years, 14% students met the standards with only had 2% exceeding standard as compared to 4% for the 2016-2017 school year.

The total percentage of students in 10th grade that have met or exceeded the math standard amounts to 18% which is higher than the overall score for 9th grade students. It is expected and promising to see a positive trajectory from one grade level to the next as students move to the next math course in sequence.

The subgroups that met/exceeded the standard for math were the Asian at 40%, Filipino at 58%, and White subgroups at 18%. All other subgroups underperformed the overall score of met/exceeded especially for English learners and SWDs.

MATHEMATICS ICA 10TH GRADE CLASS ONLY FOR 2016-17		
Subgroup	Students Scored	% Students Scoring Proficient and Above
African American	29	13%
American Indian or Alaska Native	–	–
Asian	10	40%
Filipino	19	58%
Hispanic or Latino	632	17%
Pacific Islander	2	0%
White (not Hispanic)	44	18%
Socioeconomically Disadvantaged	623	17%
English Learners	65	2%
Students with Disabilities	87	0%

11th GRADE MATH ICA

Table 13l

Exam	Year	# Students Counted	% Exc	% Met	% Nearly Met	% Not Meet
ICA MATH	2015-16	695	0%	15%	36%	49%
	2016-17	716	6%	19%	28%	47%

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL MATHEMATICS ICA RESULTS FROM 2015-2016 FOR 11TH GRADE ONLY

ICA MATH for 11th Grade

2015-16: 0%, 15%, 36%, 49%
2016-17: 6%, 19%, 28%, 47%

NOT MEET | NEARLY MET | MET | EXCEEDED
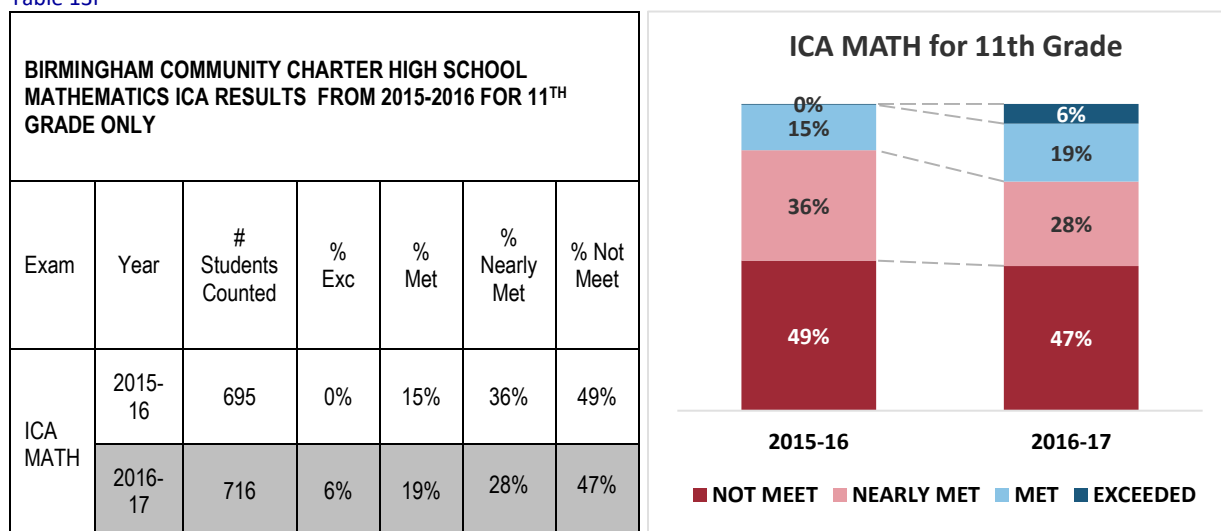
Eleventh grade students scored significantly higher on the ICAs in 2016-17 compared to 2015-16 school year. Fifteen percent of 11th grade students met or exceeded the standard in 2015-16 compared to 25% 2016-17. The slight difference between the MATH ICA and SBAC ICA shows the strong correlation between these two assessments.

Using the overall passing rate of 24% as a metric for the 2016-2017 school year, we are able to see the subgroups that met or exceeded the overall scores. These subgroups include the Asian at 54%, Filipino at 31%, White at 43%, and Socioeconomically Disadvantaged at 25%. All other subgroups underperformed the overall met and exceeded rate.

MATHEMATICS ICA 10TH GRADE CLASS ONLY FOR 2016-17		
Subgroup	**Students Scored**	**% Students Scoring Proficient and Above**
African American	28	21%
American Indian or Alaska Native	–	–
Asian	11	54%
Filipino	13	31%
Hispanic or Latino	610	23%
Pacific Islander	–	–
White (not Hispanic)	40	43%
Socioeconomically Disadvantaged	620	25%
English Learners	63	5%
Students with Disabilities	81	2%

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

ANNUAL ASSESSMENT

A total of 305 Students were given the Annual Assessment CELDT test. 73% of students at intermediate, early advanced, or advanced levels. Although few students scored Advanced, most students scored at intermediate and Early Advanced levels. Only 13% of students scored at beginning level.

The following is the percentage distribution of test takers by grade levels (Table 14a): 33% - 9th graders, 22% - 10th graders, 20% - 11th graders, and 25% 12th graders

- Forty-seven percent of seniors who took the CELDT placed at the Early Advanced level
- The largest group of 9th graders taking the CELDT, 46%, placed at the Intermediate level
- The largest group of 10th graders taking the CELDT, 33%, placed at the Intermediate level
- The largest group of 11th graders taking the CELDT, 37%, placed at the Intermediate level
- English Learner students are closely monitored to track their progress through their grades, attendance, CELDT proficiency level, and reading comprehension and fluency

Table 14a

CELDT PROFICIENCY 2016-17					
Grades	**9**	**10**	**11**	**12**	**Total Tested**
Advanced	2	0	0	3	5
	2%	0%	0%	4%	2%
Early Advanced	27	22	21	36	105
	27%	32%	35%	47%	35%
Intermediate	46	23	22	18	109
	46%	33%	37%	24%	36%
Early Intermediate	14	12	9	11	46
	14%	17%	15%	14%	15%
Beginning	11	12	8	8	39
	11%	17%	13%	11%	13%
Number Tested	**100**	**69**	**60**	**76**	**305**

BCCHS experienced a slight but steady decline in EL enrollment during the past three years (Table 14b). Similarly, there has been a decline in the number of students scoring at intermediate levels or higher (see graph below). Although BCCHS EL enrollment has dropped, the number of EL students that are enrolling from other countries with little or no English background has increased.

Table 14b

CELDT OVERALL PROFICIENCY 2012-2016					
Grades	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Advanced	12	10	16	11	5
	4%	4%	5%	4%	2%
Early Advanced	104	85	111	115	106
	36%	37%	33%	37%	35%
Intermediate	108	97	126	111	109
	38%	42%	38%	35%	36%
Early Intermediate	42	26	47	43	46
	15%	11%	14%	14%	15%
Beginning	19	12	36	34	39
	7%	5%	11%	11%	13%
Number Tested	**285**	**230**	**336**	**314**	**305**

PERCENTAGE OF STUDENTS SCORING AT INTERMEDIATE LEVEL OR HIGHER
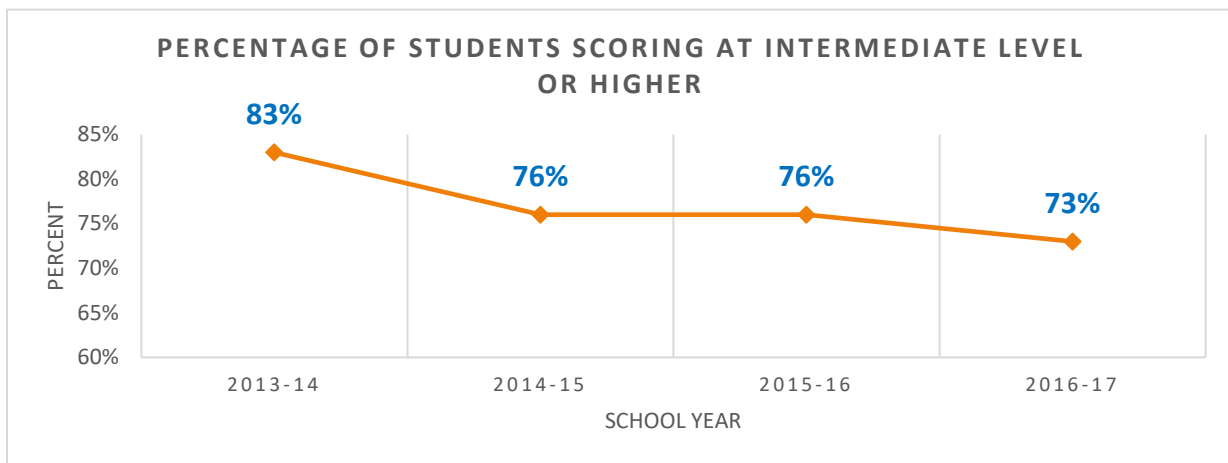
INITIAL ASSESSMENT

CELDT PROFICIENCY 2016-17 - INITIALS					
Grades	**9**	**10**	**11**	**12**	**Total Tested**
Advanced	1	-	1	-	2
	4%	-	5%	-	3%
Early Advanced	3	2	2	-	7
	11%	12%	10%	-	9%
Intermediate	3	4	1	1	9
	11%	24%	5%	10%	12%
Early Intermediate	2	-	3	-	5
	7%	-	15%	-	7%
Beginning	18	11	13	9	51
	67%	65%	65%	90%	69%
Number Tested	**27**	**17**	**20**	**10**	**74**

CELDT INITIAL ASSESSMENT PROFICIENCY 2012-2016					
Grades	2012-13	2013-14	2014-15	2015-16	2016-17
Advanced	13	12	20	3	2
	7%	6%	19%	5%	3%
Early Advanced	52	45	22	5	7
	30%	22%	20%	8%	9%
Intermediate	75	69	21	15	9
	43%	33%	19%	23%	12%
Early Intermediate	19	33	10	9	5
	11%	16%	9%	14%	7%
Beginning	17	47	35	32	51
	10%	23%	32%	50%	69%
Number Tested	176	206	108	64	74

PERCENTAGE OF STUDENTS SCORING AT INTERMEDIATE LEVEL OR HIGHER
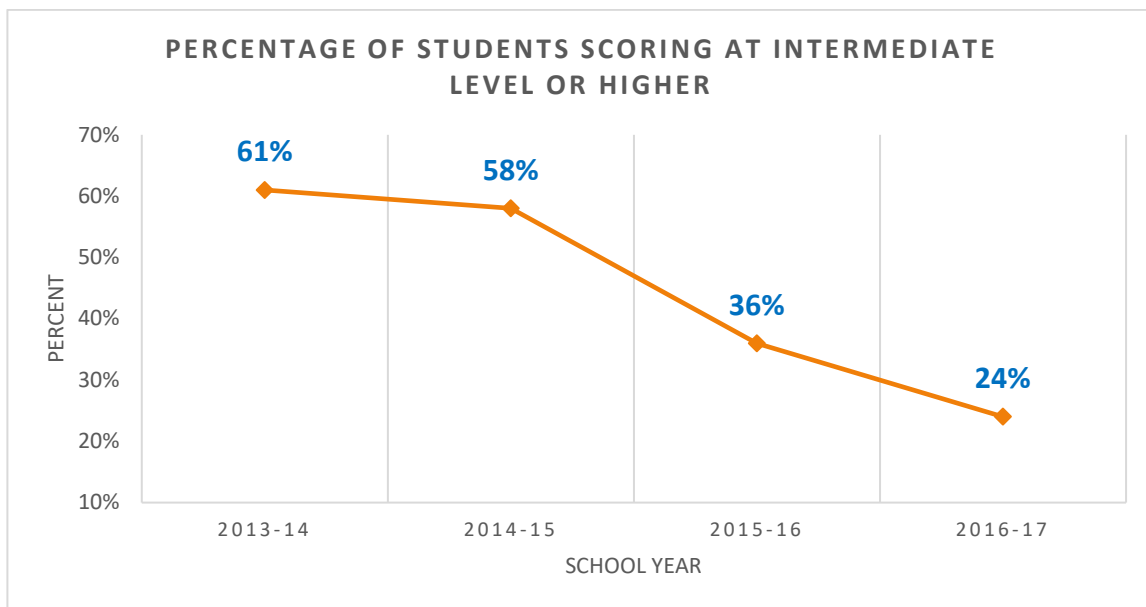
College Exams

Students at BCCHS are challenged and motivated to complete all A-G requirements, enroll in dual enrollment courses, participate in college level exams, and apply to 4 year colleges and universities. BCCHS has a dedicated College Counselor, a hands-on college advisor, and a career counselor to provide students with post-secondary information and support to attain post-secondary goals. These staff members work closely with students, counselors, teachers, and parents to identify steps students need to take to further their knowledge for higher education. BCCHS uses the following College Board assessments to monitor student progress towards meeting college and career readiness.

SAT

BCCHS understands the importance of preparing students for college and career education and in 2015-16 school year, BCCHS became a testing site for the SAT. Three SAT examinations will be given this school year in March, May and June.

SAT RESULTS 2005-2008								
	Grade 12 Enrollment	Number Tested	Percent Tested	Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Rate
2016-17								
2015-16	796	392	49.2%	436	434	429	76	19.4%
2014-15	705	327	46.4%	433	428	433	60	18.4%
2013-14	702	337	48.0%	432	437	435	69	20.47%
2012-13	636	279	43.9%	424	424	432	55	19.7%

* In Red= Data not available yet…

There has been a 5.3% increase in the number of students tested for the SAT over the last 5 years reported in DataQuest. This increase can be attributed to having a full-time college counselor, a full-time college advisor, a full-time career counselor and a school wide focus in college and career readiness. Although the participation rate has increased, BCCHS recognizes the need for further interventions and a focus on the number of students scoring at or above 1200 (of 1600).

- o The Reading average increased by 12 points from the 2012-13 school year to the 2015-16 school year.
- o The Math average increased by 10 points from the 2012-13 school year to the 2015-16 school year.
- o The 2013-2014 school year saw the highest percentage rate at 20.47% of students scoring greater than or equal to 1500 on the SAT.

SAT RESULTS 2015 COMPARED TO DISTRICT AND STATE 2015-2016				
	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Percentage
BCCHS	436	434	429	19.39%
LAUSD	431	436	430	22.11%
State of CA	484	494	477	41.93%

It is evident that BCCHS is in need of interventions when comparing results against LAUSD and the State.

- o For the Critical Reading Average, BCCHS had a higher average than LAUSD but had a difference of 48 points from the State
- o The Math average for BCCHS was lower than LAUSD by a difference of 2 points and lower than the State by 60 points.
- o The Writing Average for BCCHS was slightly less than LAUSD by 1 point and 48 points from the State.

Average SAT Scores: Critical Reading, Math, and Writing

SAT Total Percentage >=1500 for 2015-16
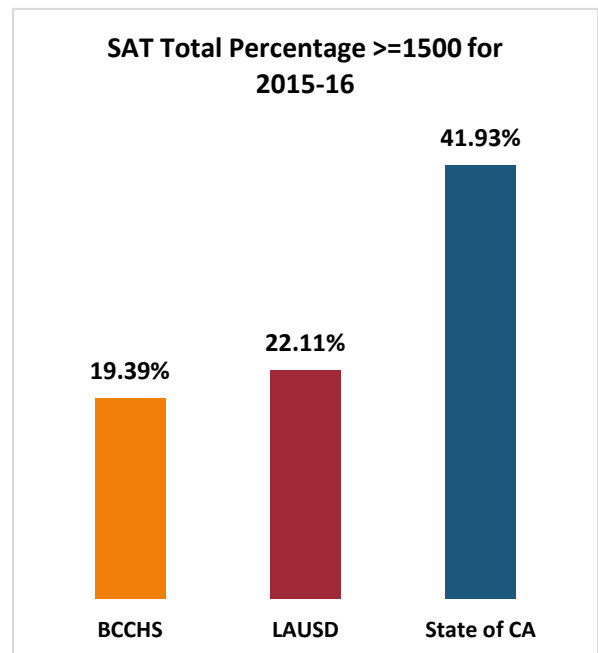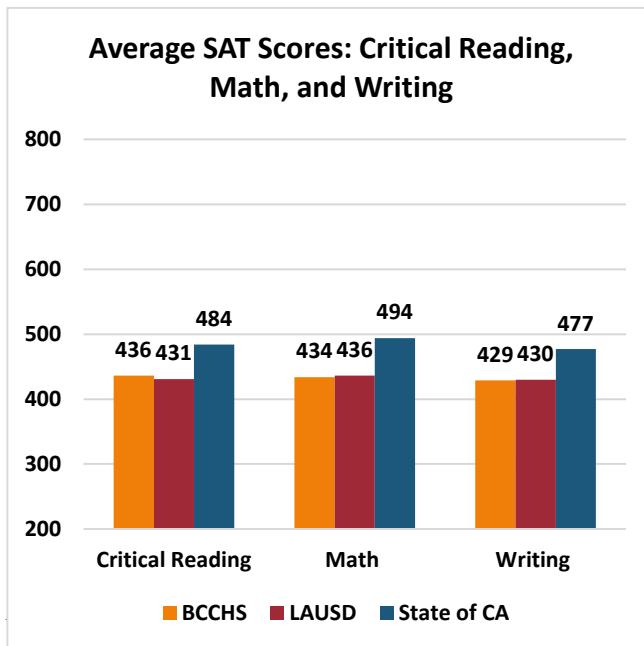
ACT

The test results for the 2016-2017 school year have not yet been received by the State. Therefore, analysis is based 2015-2016 school year and before.

The 2015-2016 school year had the lowest number of students test with ACT at 14.82%. The highest percentage of students tested for the ACT was in the 2012-2013 school year at 20.44%.

ACT RESULTS 2012-2016			
YEAR	Grade 12 Enrollment	Number Tested	Percent Tested
2016-17			
2015-16	796	118	14.82
2014-15	705	129	18.30
2013-14	702	121	17.24
2012-13	636	130	20.44

*In red = Data not available yet

- The Average Reading score for the ACT was 19 for both the 2015-2016 and the 2013-2014 school years.
- The Average English score for the ACT was 18 for both the 2015-2016 and the 2013-2014 school years.
- The Average Math score for the ACT has consistently been 19 for all 3 years.
- The Average Science score the ACT as consistently been 19 for all 3 years.

ACT RESULTS 2012-2016				
YEAR	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science
2016-17				
2015-16	19	18	19	19
2014-15	20	19	19	19
2013-14	19	18	19	19
2012-13	n/a	n/a	n/a	n/a

- BCCHS tied with LAUSD at 19 points which is three points less than the State at 22 points.
- BCCHS tied with LAUSD at 18 points for the English section and received 4 points less than the State.
- BCCHS tied with LAUSD at 19 points for the Math section and receive 3 points less than the State.
- BCCHS scored a point higher than LAUSD for the Science section at 19 and three points less than the State average.
- The percentage of students who scored greater than or equal to 21 on the ACT was 33.05%. This percentage is higher than the LAUSD percentage of 31.24%. However, BCCHS recognizes the need for improvement.

YEAR	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science
BCCHS	19	18	19	19
LAUSD	19	18	19	18
LA COUNTY	21	20	21	20
STATE	22	22	22	22

ACT Results for 2015-16
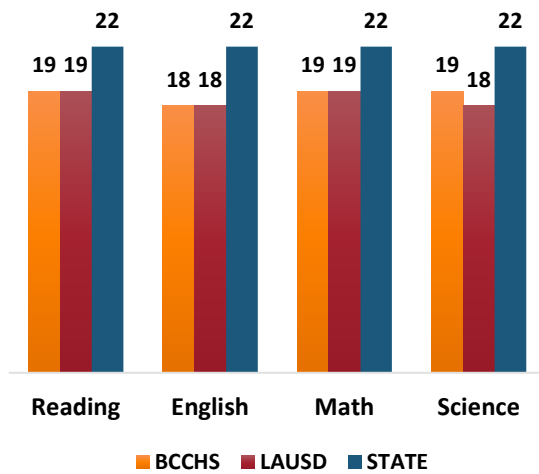
ACT Scores for 2015-16
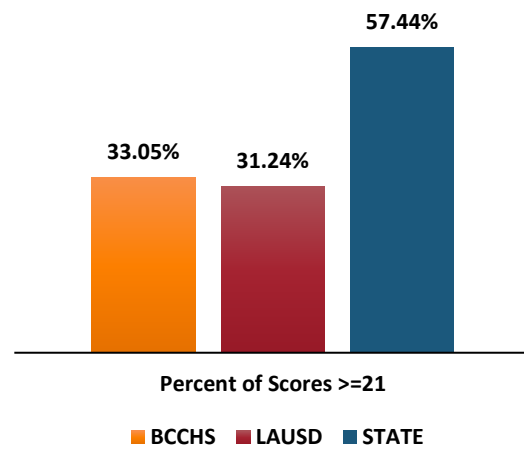
PSAT

BCCHS administers the PSAT to grades 9 through 11 on an annual basis. The results of the PSAT are used to monitor student progress, provide AP potential feedback and increase SAT and college exam awareness. Academic counselors use this data as an additional indicator when programming students and encouraging students to participate in the advanced placement (AP) program.

An analysis of yearly comparisons for English Reading Writing section follows below:
- 9th Grade
  - In 2015, 31.7% of students met the benchmark. The following year there was growth to 43.0%
  - There was an average score increase of 15 points for the 2016 year compared to 2015. The Median score for the 2016 year was 390 as opposed to the 370 from the previous year.
- 10th grade
  - Unlike 9th grade, the 10th grade class experienced a decrease in students meeting benchmark for the 2016 year at 34.8% compared to 41.2% in 2015. It is important to note that BCCHS adopted a 2x8 schedule in 2015-16 school year and provided 9th grade students with double blocked ELA and Math courses. Similar support was provided to 10th grade students for the 2016-17 school year.
  - The average score for 2015 was higher than 2016 score. There was a difference of 9 points from the 2015 score of 416 and the 2016 score of 407. The median score had a 10 point difference in the negative direction in 2016 compared to 2015.
- 11th grade
  - The 11th grade class saw an increase in students meeting benchmark for the 2016 year with 41.4% meeting the benchmark.
  - The average score also increased for the 2016 year to 443 compared to 432 the previous year. The median score also saw a positive change of 10 points in 2016 with a score of 430.

PSAT ERW - Yearly Analysis Benchmark Results and Scores					
9th Grade	**Met Benchmark**	**Not Meet Benchmark**	**Total**	**Average Score**	**Median Score**
2015	234 (31.7%)	504 (68.3%)	738	383	370
2016	293 (43.0%)	389 (57.1%)	681	398	390
10th Grade	**Met Benchmark**	**Not Meet Benchmark**	**Total**	**Average Score**	**Median Score**
2015	307 (41.2%)	440 (59.0%)	746	416	410
2016	251 (34.8%)	471 (65.2%)	722	407	400
11th Grade	**Met Benchmark**	**Not Meet Benchmark**	**Total**	**Average Score**	**Median Score**
2015	255 (35.5%)	463 (64.5%)	718	432	420
2016	293 (41.4%)	416 (58.8%)	708	443	430

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PSAT MATH - Yearly Analysis Benchmark Results and Scores					
9th Grade	**Met Benchmark**	**Not Meet Benchmark**	**Total**	**Average Score**	**Median Score**
2015	126 (17.1%)	612 (82.9%)	738	384	390
2016	163 (23.9%)	519 (76.2%)	681	398	400
10th Grade	**Met Benchmark**	**Not Meet Benchmark**	**Total**	**Average Score**	**Median Score**
2015	134 (18.0%)	613 (82.2%)	746	411	410
2016	116 (16.1%)	606 (83.9%)	722	412	410
11th Grade	**Met Benchmark**	**Not Meet Benchmark**	**Total**	**Average Score**	**Median Score**
2015	113 (15.7%)	605 (84.3%)	718	435	420
2016	110 (15.5%)	599 (84.6%)	708	432	420

PSAT ERW - Average Score for Subgroups						
Grade	9th Grade		10th Grade		11th Grade	
Subgroup	2015	2016	2015	2016	2015	2016
Hispanic	378	397	414	403	427	442
White	411	416	451	415	467	474
Asian	429	417	434	448	461	447
African American	400	408	391	412	416	425
English Learners	331	325	364	343	357	353
Students With Disabilities	332	329	357	353	372	365
Economically Disadvantaged	378	397	414	405	430	442
Total	383	398	416	407	432	443

PSAT MATH - Average Score for Subgroups						
Grade	9th Grade		10th Grade		11th Grade	
Subgroup	2015	2016	2015	2016	2015	2016
Hispanic	381	398	410	410	432	430
White	393	411	440	420	461	465
Asian	422	412	419	454	464	453
African American	385	391	403	400	426	425
English Learners	331	353	362	373	372	367
Students With Disabilities	331	346	363	377	386	373
Economically Disadvantaged	382	396	410	411	435	432
Total	384	398	411	412	435	432

ERW PERCENTAGE MET FOR PSAT
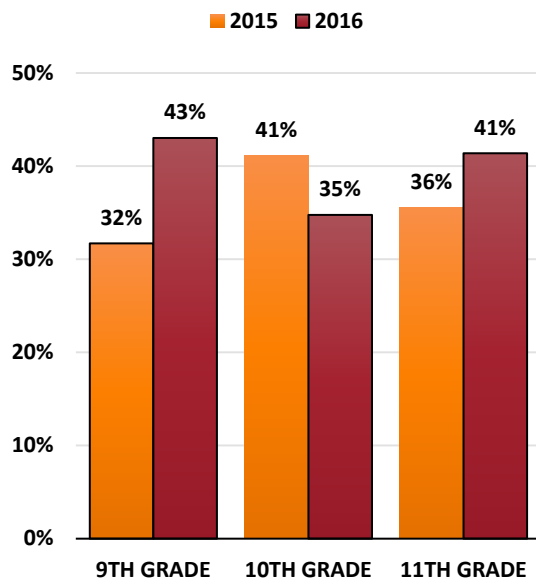
■2015 ■2016

9TH GRADE: 32%, 43%
10TH GRADE: 41%, 35%
11TH GRADE: 36%, 41%

MATH PERCENTAGE MET FOR PSAT

■2015 ■2016

9TH GRADE: 17%, 24%
10TH GRADE: 18%, 16%
11TH GRADE: 16%, 16%

ERW AVERAGE SCORE FOR PSAT

■ 2015 ■ 2016

Group	2015	2016
HISPANIC	427	442
WHITE	467	474
ASIAN	461	447
AFRICAN AM	416	425
EL	357	353
SWD	372	365
NSLP	430	442

MATH AVERAGE SCORE FOR PSAT

■ 2015 ■ 2016

Group	2015	2016
HISPANIC	432	430
WHITE	461	465
ASIAN	464	453
AFRICAN AM	426	425
EL	372	367
SWD	386	373
NSLP	435	432
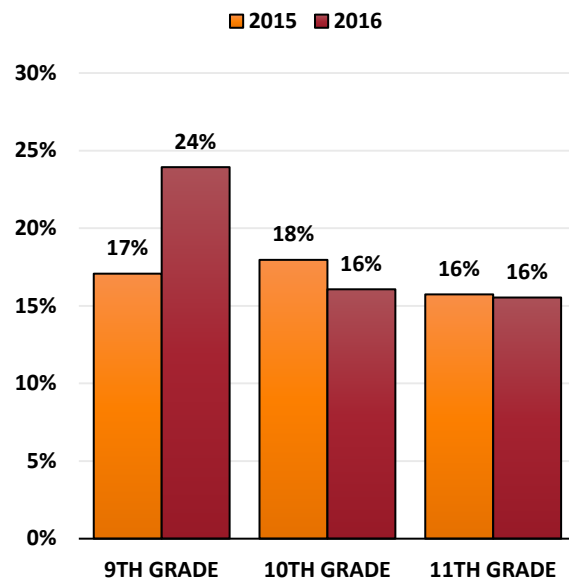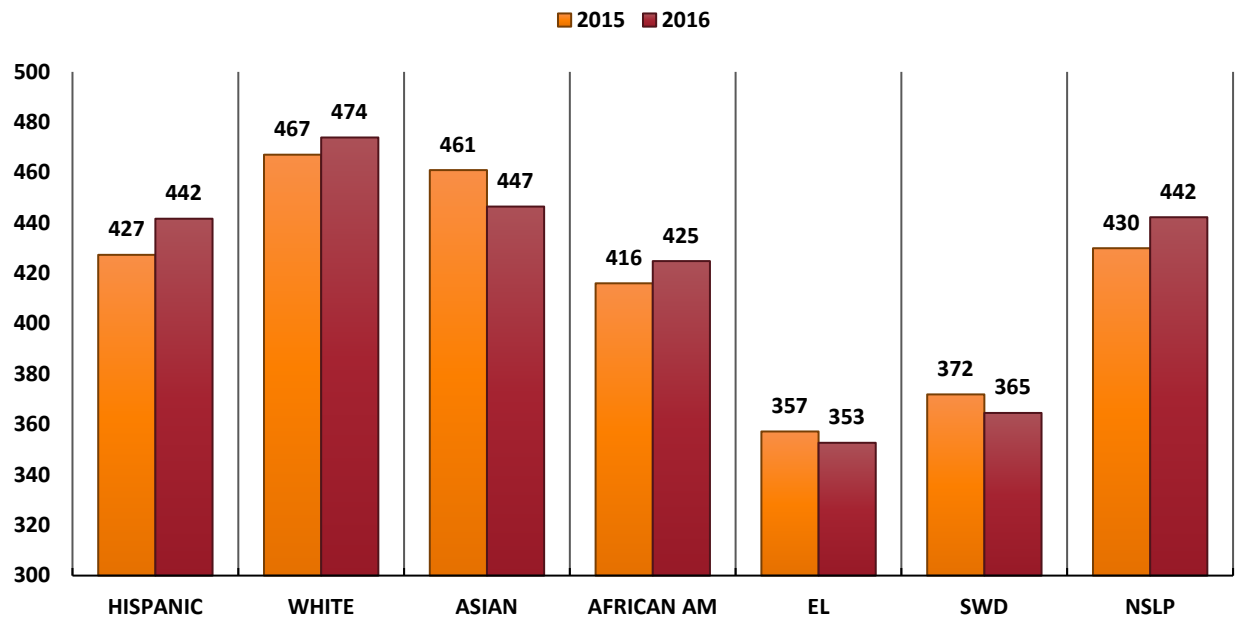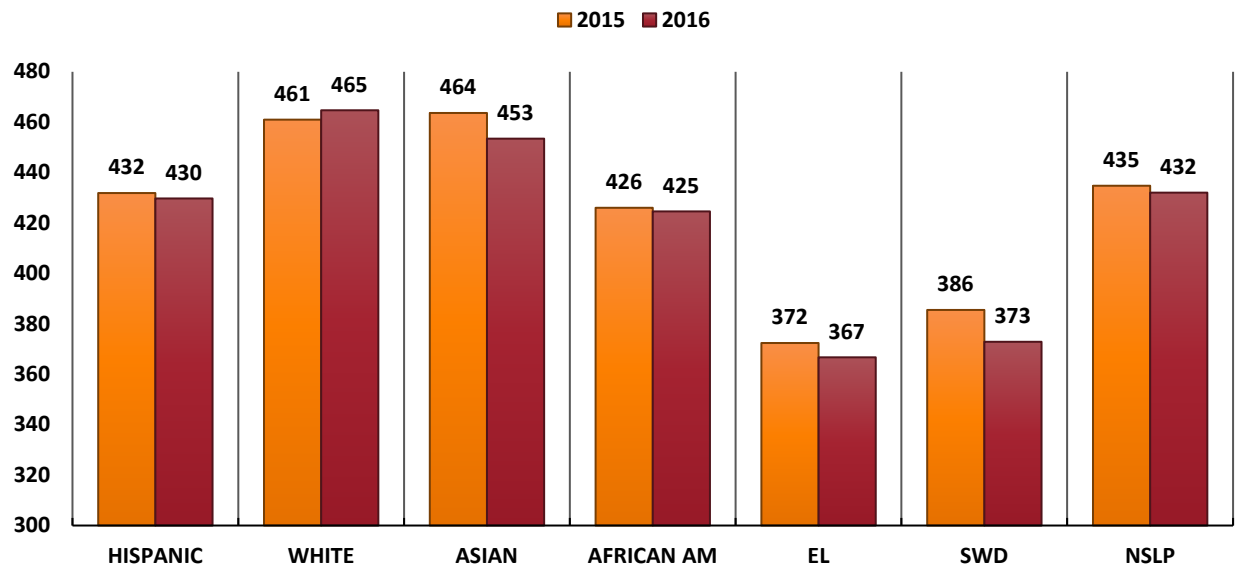
Advanced Placement (AP) Results

Advanced Placement Exam Takers								
	Grade 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score = 1	AP Score = 2	AP Score = 3	AP Score = 4	AP Score = 5
2016-17	2,419	815	569	204	286	230	150	85
2015-16	2,468	796	534	245	302	208	159	72
2014-15	2,419	705	550	238	221	227	124	54
2013-14	2,251	702	433	168	244	155	107	38
2012-13	1,363*	636	551	316	287	177	103	46

Advanced Placement Exam Takers: 5 Year School Score Summary				
	Total AP Students	Number of Exams	AP Students with Scores 3+	% of Total AP Students with Scores 3+
2016-17	569	955	335	59.1
2015-16	534	986	307	57.5
2014-15	550	865	304	55.3
2013-14	435	698	220	50.6
2012-13	551	929	228	41.4

Advanced Placement Exam Takers: % Of 5 Year School Comparison of Passing Score of 3+			
	BCCHS	STATE	GLOBAL
2016-17	59.1	62.3	60.3
2015-16	57.5	62.5	60.3
2014-15	55.3	63.6	60.7
2013-14	50.6	64.3	61.3
2012-13	41.4	63.5	60.9

While the percentage of students scoring 3 or higher on AP exams was 41.4% in 2012-13, this number increased to 59.1% in 2016-17. Globally, the pass rate has remained virtually flat at 60.3%, only 1.2% higher than BCCHS' current rate. During the same period, the pass rate in California has actually decreased 1.2% and is currently only 2.2% higher than BCCHS. The gap had been 22.1% in 2012.

UC and CSU School Enrollment

% OF GRADUATES MEETING UC/CSU REQUIREMENTS AT THE SCHOOL, DISTRICT & STATE LEVEL						
		2012-13	20013-14	2014-15	2015-16	2016-17
American Indian	BCCHS	100.0%	0.0%	100.0%	66.7%	33.3%
	LAUSD	30.1%	32.1%	52.0%	49.0%	
	STATE	26.2%	26.9%	30.4%	31.3%	
Asian	BCCHS	27.3%	33.3%	70.0%	29.4%	46.2%
	LAUSD	63.2%	68.6%	71.3%	77.3%	
	STATE	67.7%	70.9%	71.8%	72.5%	
Pacific Islander	BCCHS	25.0%	33.3%	0.0%	0.0%	_
	LAUSD	34.2%	34.9%	44.2%	51.0%	
	STATE	34.8%	35.3%	34.7%	38.6%	
Filipino	BCCHS	0.0%	15.4%	52.6%	51.9%	68.8%
	LAUSD	54.3%	60.7%	64.4%	70.7%	
	STATE	54.4%	57.7%	60.0%	62.6%	
Hispanic	BCCHS	8.6%	20.3%	30.4%	41.6%	49.6%
	LAUSD	33.3%	44.2%	49.8%	53.5%	
	STATE	29.1%	32.4%	34.6%	37.2%	
African American	BCCHS	19.6%	23.3%	32.6%	22.2%	48.7%
	LAUSD	34.8%	41.2%	46.4%	47.3%	
	STATE	29.2%	31.2%	32.7%	34.4%	
White	BCCHS	13.5%	31.9%	27.7%	42.9%	42.4%
	LAUSD	50.5%	54.2%	57.9%	58.1%	
	STATE	47.1%	48.7%	49.7%	51.7%	
2 or More Races	BCCHS	0.0%	16.7%	33.3%	33.3%	50.0%
	LAUSD	62.8%	57.4%	59.1%	62.5%	
	STATE	46.8%	48.4%	49.3%	50.4%	
Total	BCCHS	10.5%	21.5%	31.7%	40.8%	49.3%
	LAUSD	36.9%	46.1%	51.7%	54.9%	
	STATE	39.4%	41.9%	43.4%	45.4%	

In the 2012-13 school year, only 10.5% of BCCHS graduate met A-G requirements, substantially lower than LAUSD and the state. This increased dramatically to 49.3% in 2016. During the same time period, LAUSD and the State also made improvements, but since these have been less significant, BCCHS is on track to close the achievement gap in this area. We have made a concerted effort to increase the number of students graduating with A-G completion to maximize the number of students able to pursue post-secondary education in California Universities.

Grade-Level Algebra

GRADE LEVEL - MATH PLACEMENT & ELA - DUPLICATED						
9th Grade Enrollments	2012	2013	2014	2015	2016	2017
ELA	1054	883	832	802	741	791
Algebra I	824	709	665	754	708	566
Geometry	230	146	129	45	65	36
Algebra II	33	32	29	12	10	2
10th Grade Enrollments	2012	2013	2014	2015	2016	2017
ELA	544	866	876	832	798	736
Algebra I	69	279	349	335	336	306
Geometry	467	515	497	471	554	380
Algebra II	18	167	153	130	80	56
11th Grade Enrollments	2012	2013	2014	2015	2016	2017
ELA	736	682	801	829	791	755
Algebra I	74	78	84	104	121	83
Geometry	470	251	271	340	284	214
Algebra II	85	331	401	420	387	366

GRADE LEVEL - MATH PLACEMENT & ELA - UNDUPLICATED						
9th Grade Enrollments	2012	2013	2014	2015	2016	2017
ELA	1054	883	832	802	741	791
Algebra I	799	709	663	751	667	566
Geometry	228	146	128	45	57	36
Algebra II	33	32	29	12	10	2
10th Grade Enrollments	2012	2013	2014	2015	2016	2017
ELA	544	866	876	832	798	736
Algebra I	40	163	209	223	204	306
Geometry	465	507	486	461	520	380
Algebra II	18	167	153	130	80	56
11th Grade Enrollments	2012	2013	2014	2015	2016	2017
ELA	736	682	801	829	791	755
Algebra I	54	43	48	63	66	83
Geometry	449	191	207	189	201	214
Algebra II	85	331	401	420	387	366

Ds and Fs

Biology Trends
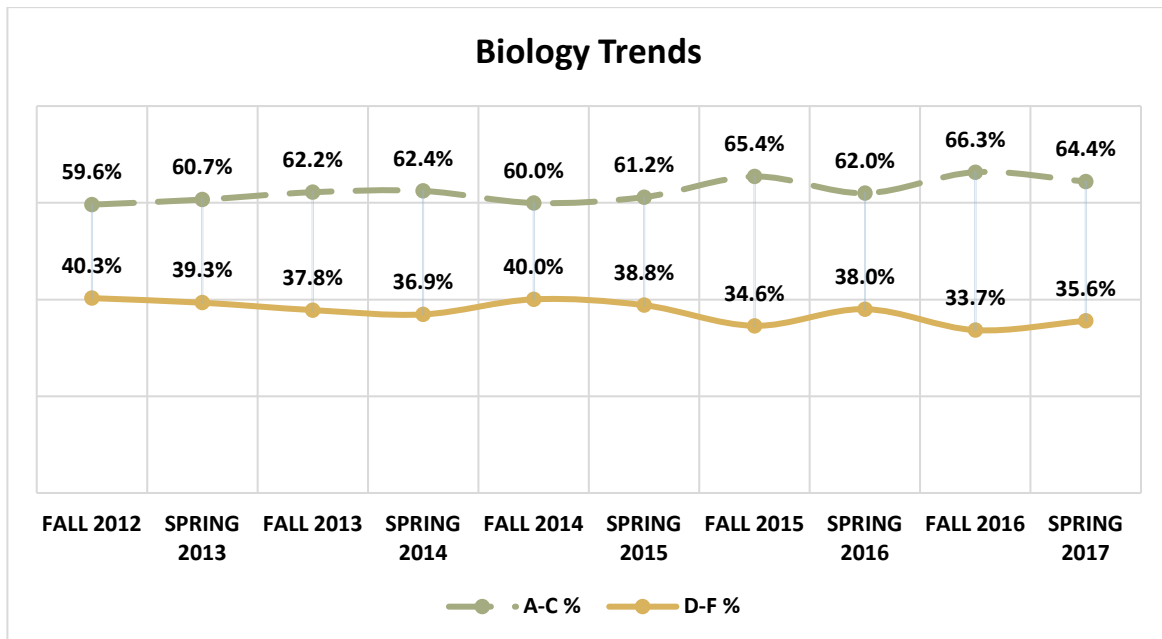
Students earning a grade of A, B, or C in Biology at BCCHS saw a 4.8% improvement between 2012 and 2017 while students receiving a D or Fail decreased by nearly 5%. This can be attributed to increased collaboration among science teachers, consistent focus on daily learning targets, and use of formative and summative assessments. Furthermore, with the implementation of the NGSS standards, the science teachers continue to work together to close the achievement gap. As a result, progress has been made with respect to student achievement in Biology.

Chemistry Trends
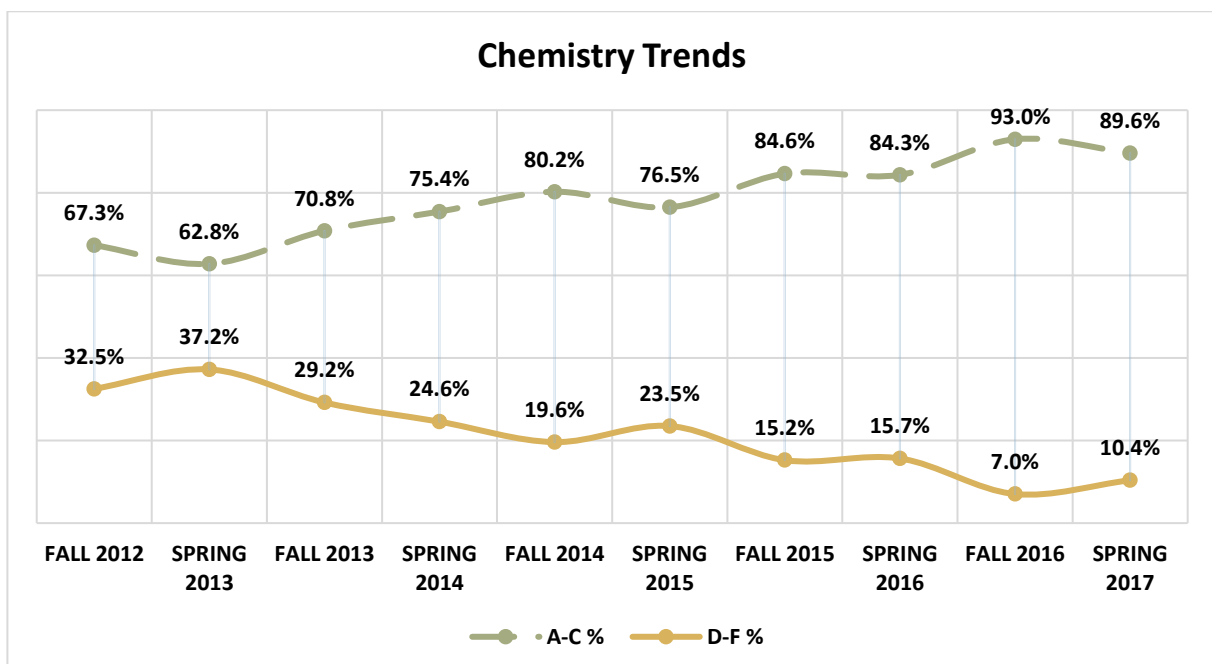
Students earning a grade of A, B, or C in Chemistry at BCCHS saw a significant, 22.3%, improvement between 2012 and 2017 while students receiving a D or Fail decreased by 22.1%. As previously noted, this can be attributed to increased collaboration of the chemistry teachers, consistent focus on daily learning targets, and use of formative and summative assessments. Furthermore, with the implementation of the NGSS standards, the science teachers continue to work together to close the achievement gap.

Algebra 1 9th Grade Trends
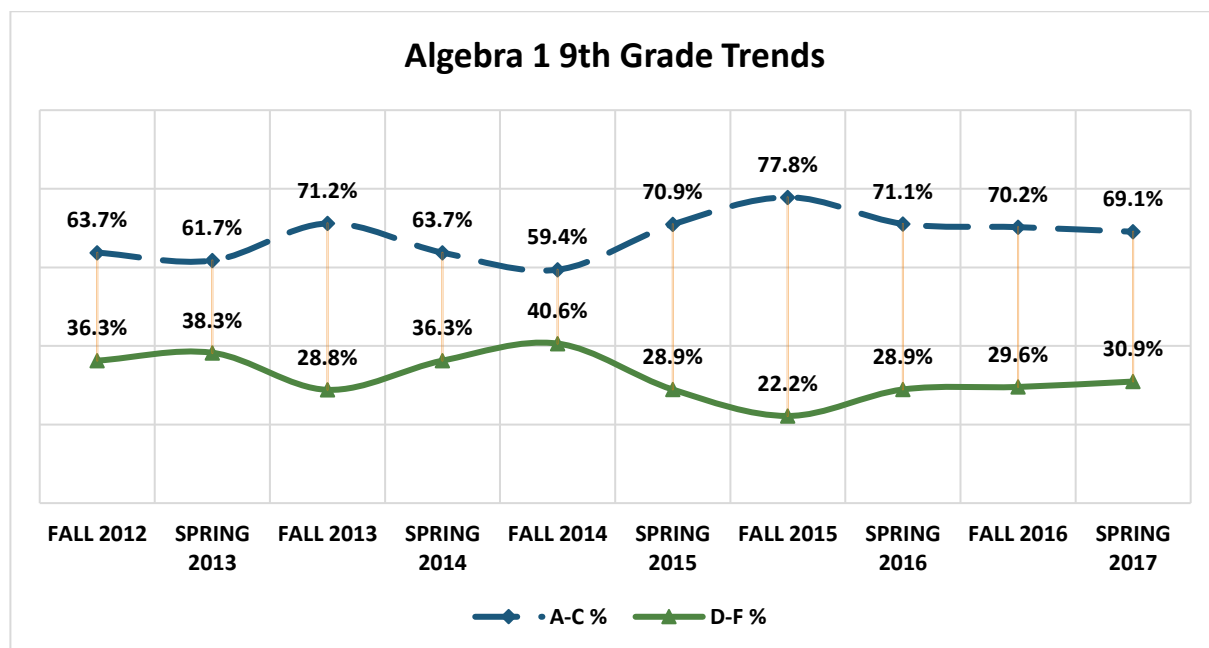
There was a 5.4% increase in ninth grade students earning a grade of A, B, or C in Algebra 1 between 2012 and 2017 while students receiving a D or Fail decreased by 5.4%. This can be attributed to the fact that 9th grade Algebra 1 teachers have a strong collaborative partnership and work hard to ensure that their lesson plans, pacing plans, and assessments are uniform. Furthermore, BCCHS has double-blocked all 9th grade math classes to improve the success rate among students. Lastly, teachers have reported that Freshman Orientation has had a positive effect/impact on incoming 9th grade students.

Algebra 1 10th -12th Grades Trends
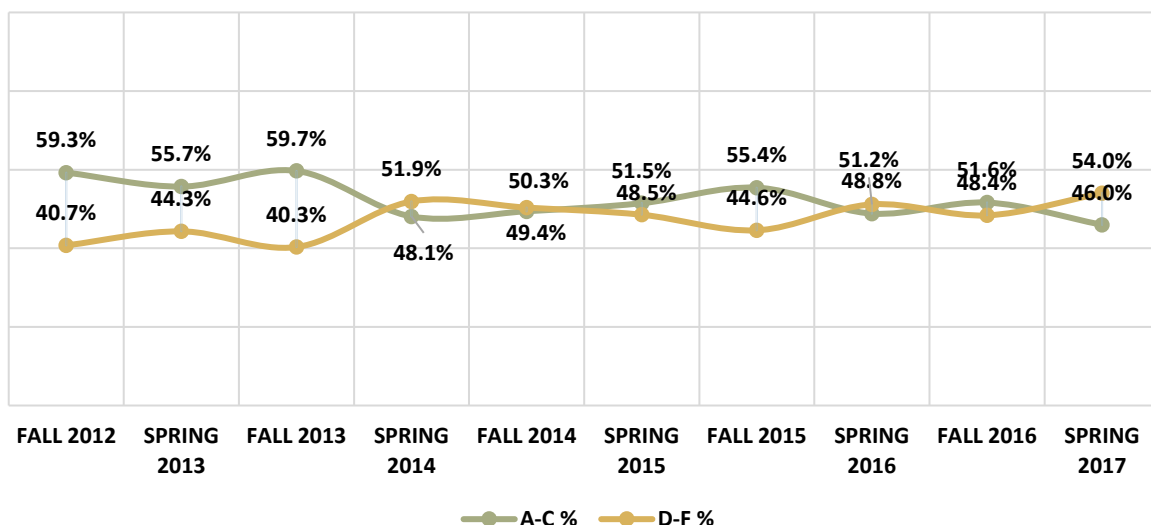
The number of students in grades 10-12 earning a grade of an A, B, or C in Algebra 1 and the number of students earning a grade of D or Fail fluctuated between 2012 and 2017. As a result of the current data, the teachers in the math department attended training for the Math Practice Standards. In addition, as of this school year, BCCHS has entered into a partnership with the Center for Learning and Teaching at California State University Northridge (CSUN) to provide ongoing classroom math coaching for all math teachers.

Geometry 9th Grade Trends
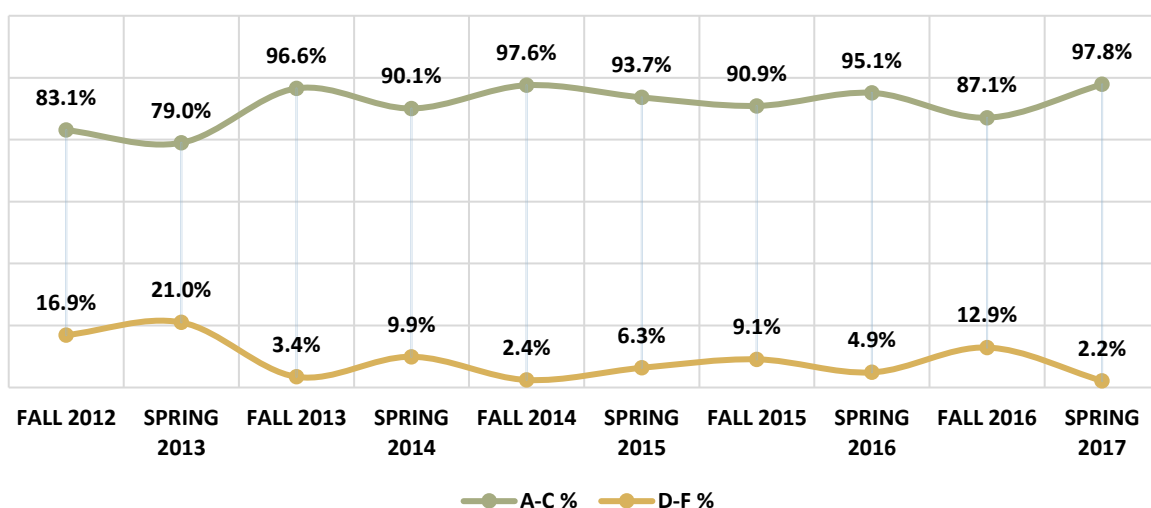
There was a significant increase in the number of 9th grade students receiving a grade of A, B, or C in Geometry from 83.1% in Fall 2012 to an astounding 97.8% in the Spring of 2017. Likewise, the percentage of students who received a D or Fail in the spring of 2017 was only 2.2, down 14.7% from the Fall of 2012. This is the lowest D/Fail rate for 9th grade students enrolled in Geometry.

Geometry 10th -12th Grades Trends

A-C %: FALL 2012: 69.5% | SPRING 2013: 71.9% | FALL 2013: 72.5% | SPRING 2014: 60.4% | FALL 2014: 66.9% | SPRING 2015: 77.5% | FALL 2015: 80.8% | SPRING 2016: 65.1% | FALL 2016: 72.6% | SPRING 2017: 74.0%

D-F %: FALL 2012: 30.3% | SPRING 2013: 27.9% | FALL 2013: 27.5% | SPRING 2014: 39.4% | FALL 2014: 32.9% | SPRING 2015: 22.5% | FALL 2015: 19.2% | SPRING 2016: 34.9% | FALL 2016: 27.4% | SPRING 2017: 26.0%
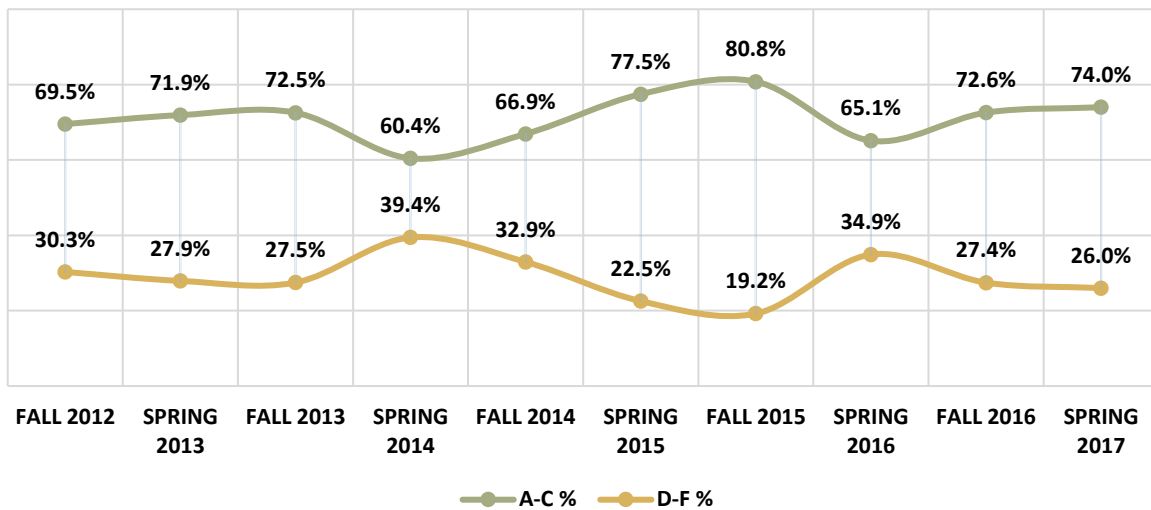
In the Fall of 2012, nearly 70% of students taking Geometry in grades 10-12 received a grade of C or better. By the Spring of 2017, that number increased to 74%. Furthermore, BCCHS has seen an overall decrease in students receiving a grade of D or below. In the Fall of 2012, nearly 30% of students taking Geometry received a grade of either a D or F. However, in the Spring of 2017 that number dropped to 26%. The math department collectively continues to work to ensure that students are successful and achieve at higher levels.

Algebra 2 Trends

A-C %: FALL 2012: 61.3% | SPRING 2013: 64.7% | FALL 2013: 65.7% | SPRING 2014: 64.8% | FALL 2014: 81.7% | SPRING 2015: 82.7% | FALL 2015: 74.5% | SPRING 2016: 78.6% | FALL 2016: 83.1% | SPRING 2017: 81.0%

D-F %: FALL 2012: 38.7% | SPRING 2013: 35.3% | FALL 2013: 34.3% | SPRING 2014: 35.2% | FALL 2014: 18.3% | SPRING 2015: 17.3% | FALL 2015: 25.5% | SPRING 2016: 21.4% | FALL 2016: 16.9% | SPRING 2017: 19.0%
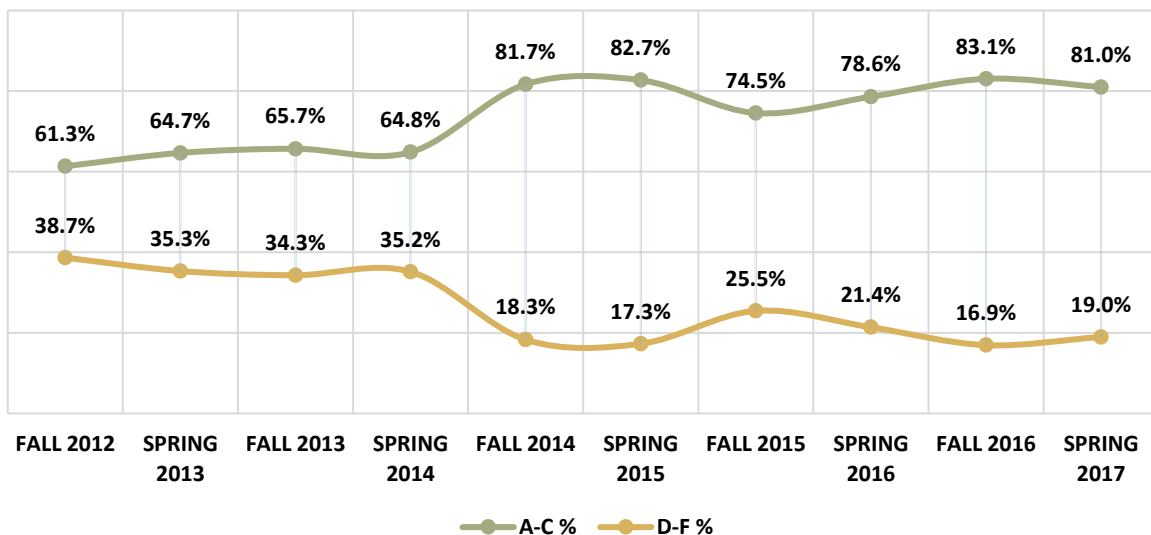
While there was a small decline in the Fall of 2015 from the Spring of 2015 of students in Algebra 2 who received a grade of A, B, or C, there has been an significant upward trend since the Fall of 2012. By 2017,

81% of students in Algebra 2 received a grade of A, B, or C, a slight decrease from the 83.1% the previous fall, but still significantly higher than 2012.

English 9 Trends
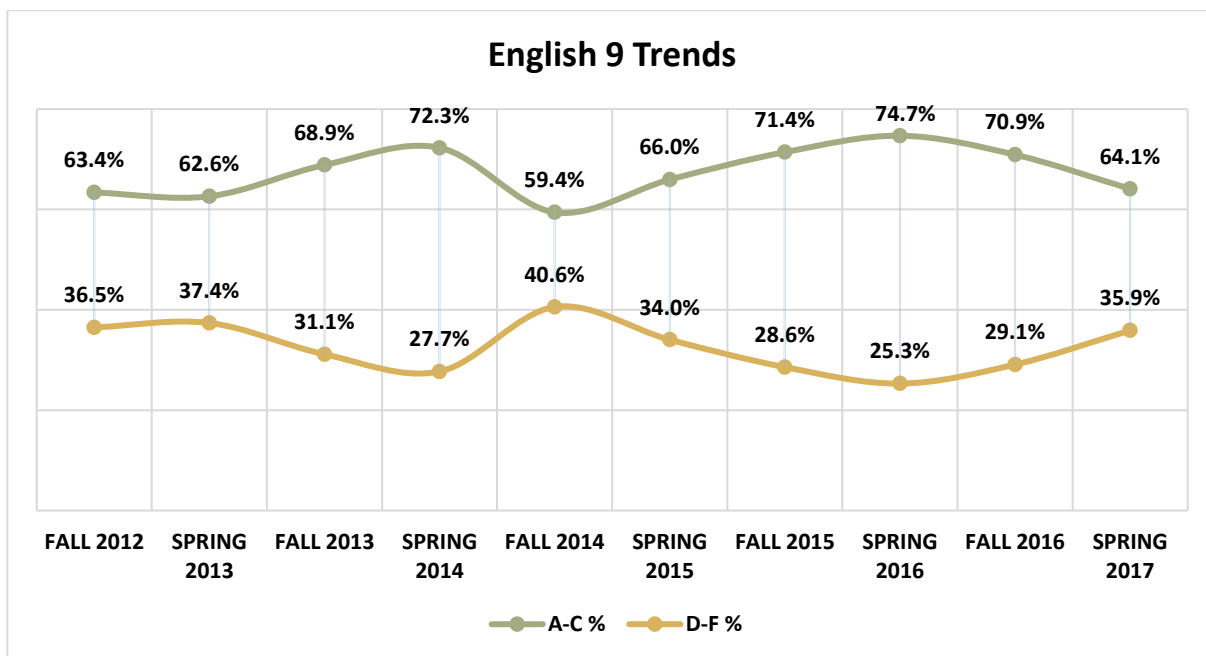
While the current percent of students receiving a grade of A, B, or C in English 9 for the Spring 2017 semester (64.1%) is slightly higher than the Fall 2012 semester (63.4%) this percentage is down from the 66% to 74.7% range that students were receiving from Spring 2015 - Fall 2017 semesters.

English 10 Trends
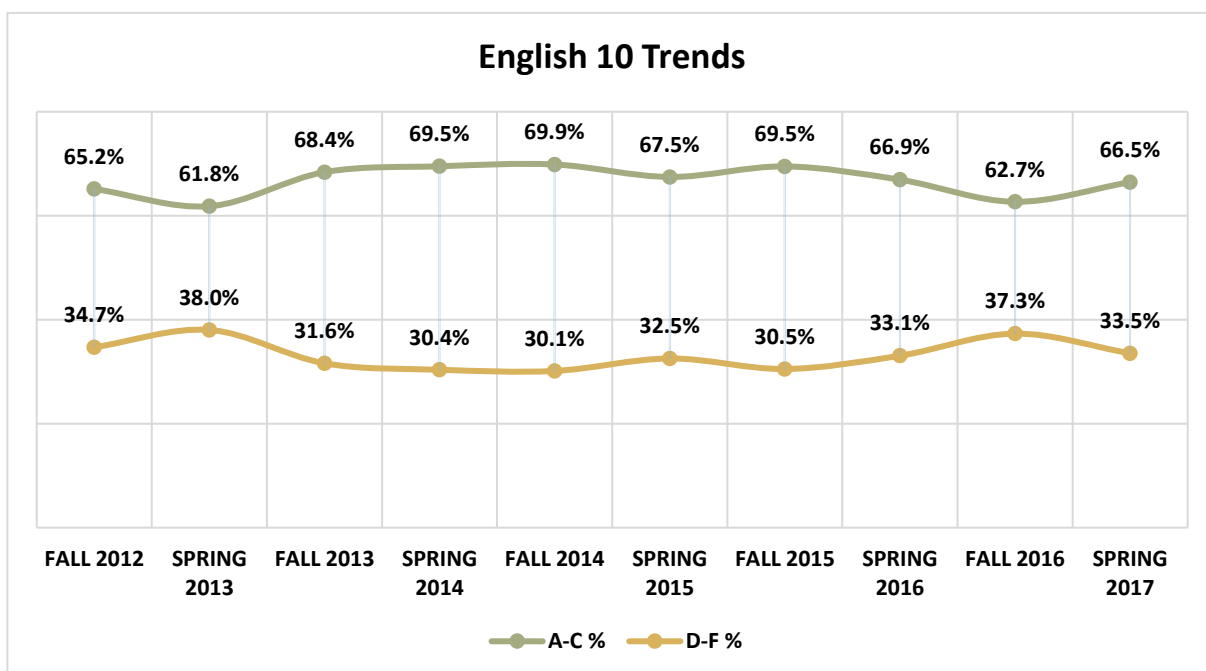
While there was a slight increase of students receiving a grade of A, B, or C in English 10 during the Fall 2013 to Spring 2016 semesters (68.5%), the current student percentage for the Spring of 2017 is below this

number at 66.5%. The creation of the Sophomore Academy and the block scheduling of English 10 was purposely designed to address this need.

English 11 Trends
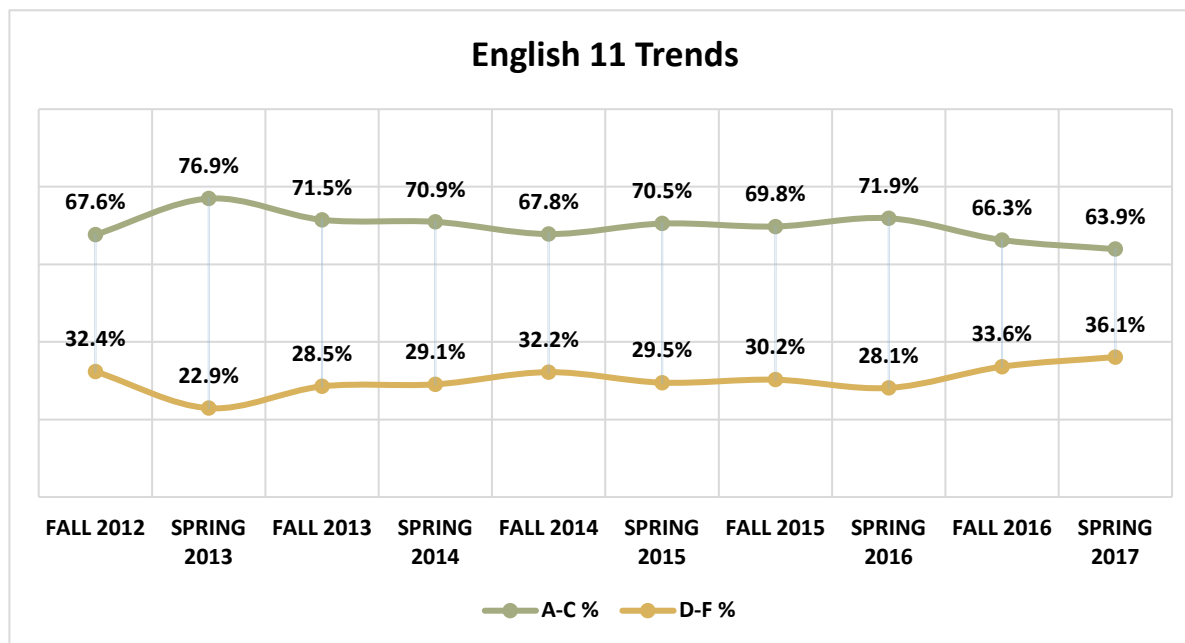
While there was a significant increase of students in English 11 receiving grades of A, B, or C in the Spring 2013 semester (from 67.6% to 76.9%), there has been a steady, while fluctuating, decline of students receiving these grades.

English 12 Trends
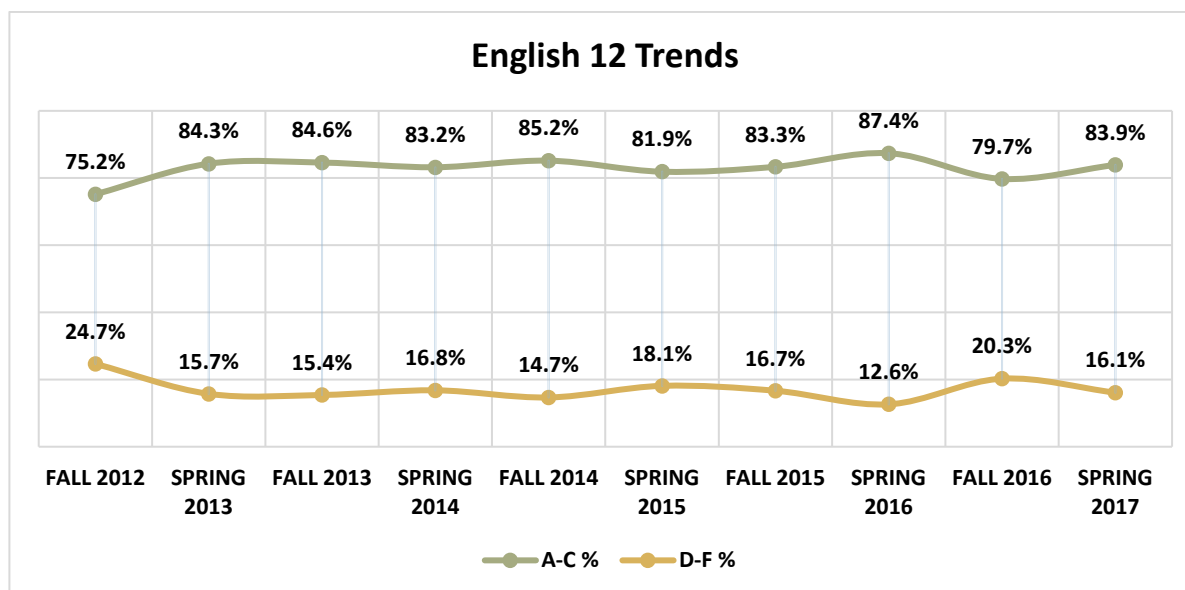
From the Fall of 2012 to the Spring of 2017, English 12 has seen a significant improvement in students receiving a grade of C or better. Equally important to note, there are fewer students receiving a D or F in English 12.

Completion Rate

Grade 9-12 Cohort Dropouts at Birmingham Community Charter High School
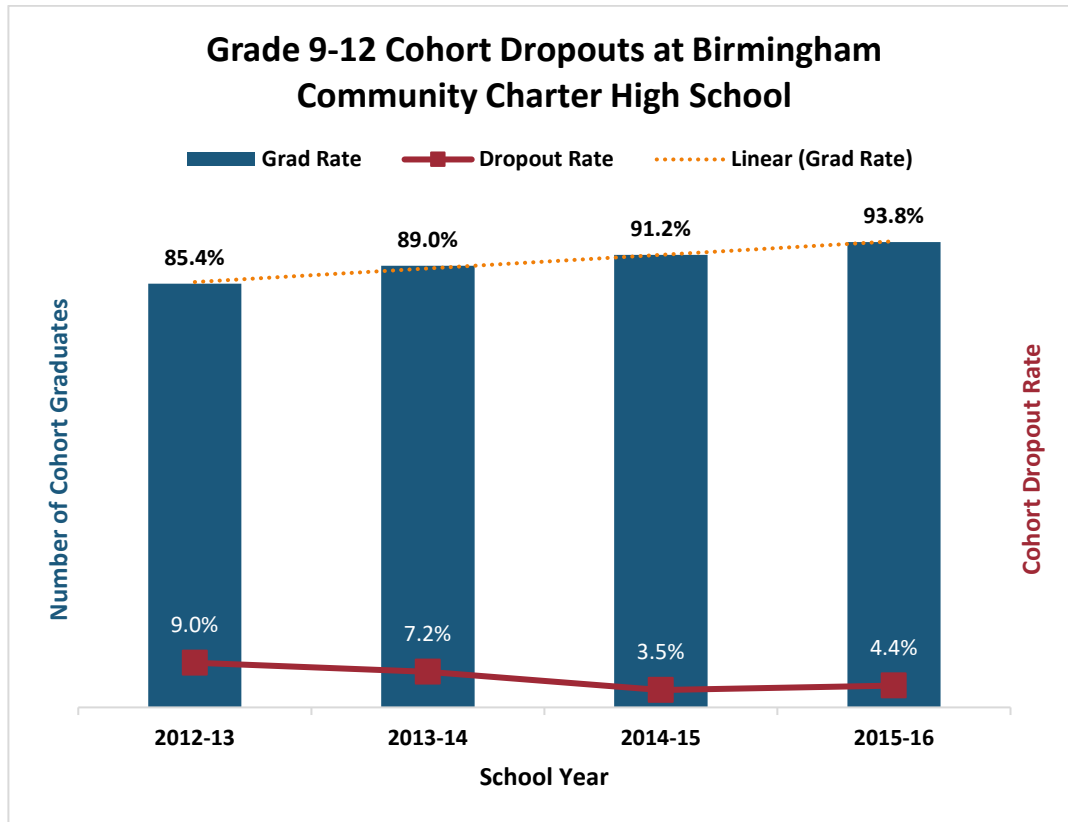
- BCCHS has seen an increased graduation rate from 85.4 percent in 2012 to an outstanding 93.8% in 2016.
- The dropout rate at BCCHS has significantly decreased from 9 percent in 2012 to only 4.4 percent in 2016.

DROPOUT OUT RATES BY ETHNICITY				
Ethnic Category	12-13	13-14	14-15	15-16
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian	8.3%	7.7%	9.1%	0.0%
Pacific Islander	0.0%	33.3%	33.3%	0.0%
Filipino	10.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9.8%	7.5%	3.8%	4.9%
African American (not Hispanic)	6.0%	6.7%	2.1%	9.8%
White	6.9%	4.1%	1.5%	0.0%
Multiple/No Response	0.0%	14.3%	0.0%	0.0%
TOTAL	9.0%	7.2%	3.5%	4.4%

- 2016 saw BCCHS reach a zero percent dropout rate for its American Indian/Alaska Native, Asian, Pacific Islander, Filipino, and White populations.
- In 2016, BCCHS saw the dropout rate of its Hispanic population decrease from 9.8 percent to 4.0 percent.
- The African American population at BCCHS, unfortunately, saw an increase in its drop-out rate from 6 percent in 2012 to 9.8 percent in 2016. To address this increase, BCCHS has made the African American population an important focus for its schoolwide action plan.

Multi-Year Cohort Graduate Summary

	2012-13	2013-14	2014-15	2015-16
BCCHS	85.4%	89.0%	91.2%	93.8%
LAUSD	68.1%	70.2%	72.2%	77.3%
STATE	80.4%	81.0%	82.3%	83.8%

Multi-Year Cohort Dropout Summary

	2012-13	2013-14	2014-15	2015-16
BCCHS	9.0%	7.2%	3.5%	4.4%
LAUSD	17.2%	17.4%	16.7%	13.7%
STATE	11.4%	11.5%	10.7%	9.7%
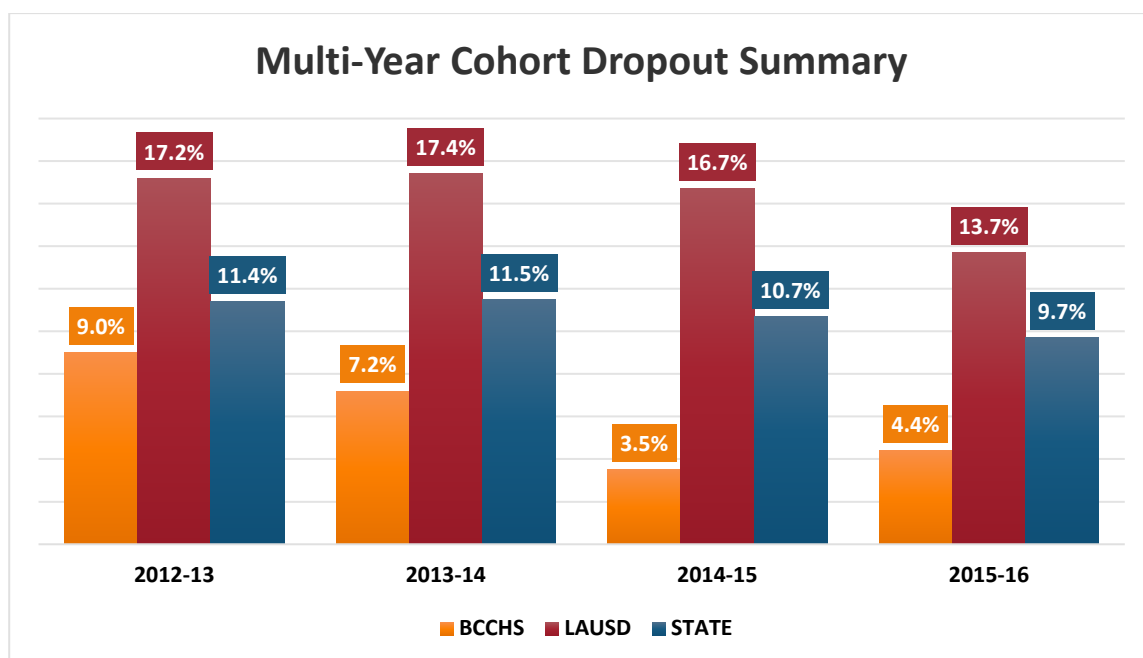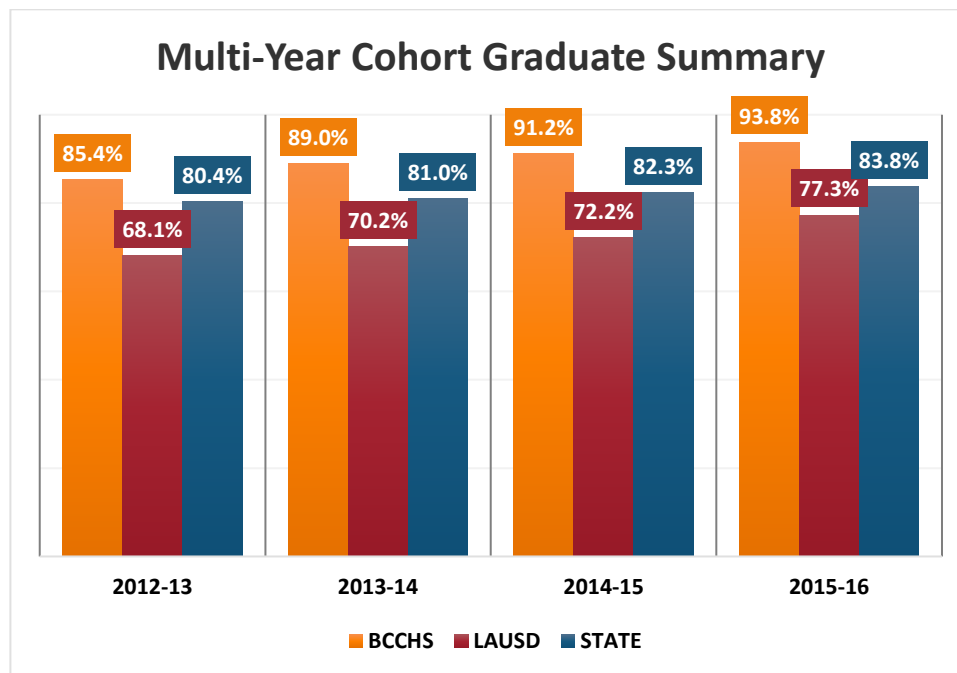
Consistently, BCCHS has maintained a significantly higher graduation rate compared to LAUSD and the State between 2012 and 2016. BCCHS has also maintained a significantly lower dropout rate compared to LAUSD and the State between those same years. Not only has BCCHS performed better compared to LAUSD and the State, but the school has seen its graduation rate increase each consecutive year and its dropout rate decrease almost every year.

POST-ENROLLMENT DESTINATIONS OF GRADUATES 2011-2016												
TYPE	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
California State University	69	12%	92	16%	114	19%	121	20%	108	16%	185	26%
Community College	257	44%	246	44%	249	40%	236	40%	212	31%	340	48%
In State Private	10	2%	4	1%	6	1%	10	2%	6	1%	21	3%
Military	6	1%	14	2%	6	1%	19	3%	6	1%	18	3%
Not Started	119	21%	71	13%	149	24%	128	22%	254	37%	20	3%
Other	45	8%	64	11%	28	5%	26	4%	32	5%	55	8%
Out of State	13	2%	21	4%	16	3%	12	2%	16	2%	20	3%
Specialty/For Profit	16	3%	12	2%	15	2%	10	2%	4	1%	6	1%
University of California	44	8%	40	7%	33	5%	33	6%	46	7%	39	6%
TOTAL	579		564		616		595		684		704	

Post-Enrollment Destinations for 2016-17 Students

California State University, 185, 26%

Not Stated, 20, 3%

University of California, 39, 5%

In State Private, 21, 3%

Military, 18, 3%

Out of State, 20, 3%

Community College, 340, 48%

Other, 55, 8%

Specialty/For Profit, 6, 1%
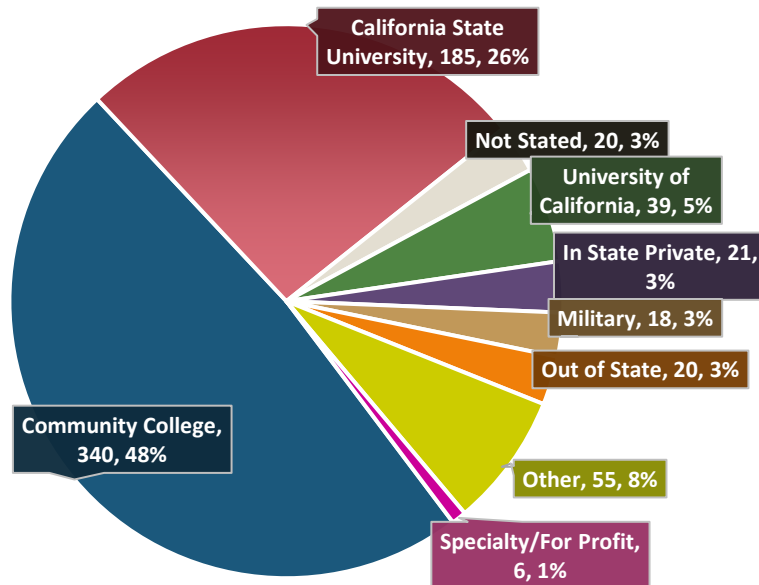
BCCHS is making a concerted effort to gather post-enrollment data from graduating seniors so that we can more accurately gauge the effectiveness of instruction. Last year for instance, there were only 20 students out of 704 for whom we had no data ("not stated"). In 2011-2012, that number was 119. Because of the large numbers of students for whom we had no information about their future plans, our data for those years was somewhat inaccurate and unreliable and was therefore difficult to compare with more recent data. Despite this, last year (2017) 83% of graduating seniors were going to colleges or universities versus 66% in 2011-2012.

IMPLICATIONS OF DATA
Identification of 2–3 preliminary critical student learning needs
(at this stage of analysis)
Important questions to be discussed in the Focus Groups.

Self-Study Process

The BCCHS self-study began in spring of 2017. Focus group were formed at the end of 2016-17 school year and several meetings took place to collect evidence from the various stakeholders. Department chairs were kept apprised during each of its monthly meetings in the beginning of school year throughout the self-study process. Focus groups met each month during early release days to provide input for the WASC report. Discussion and review of the mission and vision statements was a collaborative process and was finalized by stakeholders in November. Various surveys were administered in the fall at PTSA and ELAC to obtain feedback and input for each area of the report - a preliminary summary of chapters 2 and 3 was shared with the parent group in January of 2018. Action plans were finalized and presented to the staff at its January faculty meeting.

A comprehensive review of the data revealed the following overall findings

Critical Learner Needs

1. A thorough review of our data has brought us to the conclusion that our most critical learning need is student achievement in math. Our goal is to improve math performance for 11th grade students on the summative SBAC by strengthening teaching and learning in grades 9, 10 and 11. Specifically, the percentage of students in grade 11 enrolled in algebra II or above has been increasing steadily over the last six years. Currently, 366 grade 11 students are enrolled in Algebra II and 120 grade 11 students are enrolled in higher level math classes which means that 63.5% of the current junior class are enrolled in grade level or higher math. Our shared school goal is to enroll over 85% of the junior class in Algebra II or higher within the next three years.

    Correlated School-Wide Learner Outcome:

    - Critical Thinkers
    - Academic Achievers
    - Responsible Citizens

2. Students with disabilities and English Learners at BCCHS are not achieving at the same rate or level as other sub-groups making this a critical learning need for our school. In response to this need, we offer three tiers of alternative supports, double-block intervention classes in English and math for all of grade 9 and most of grade 10 and research-based instructional strategies in order to provide the support needed to increase achievement in identified sub-groups. Our shared school goal is to move 35% of students with disabilities and English learners to a standard-met proficiency level in math and 55% to a standard-met proficiency level in English within the next 6 years.
    Correlated School-Wide Learner Outcome:

    - Critical Thinkers
    - Academic Achievers
    - Responsible Citizens

3. Chronic Absenteeism has increased over the last few years to 15% in SY 2016-17 which is above the state average of 11%. Accordingly, chronic absenteeism has been identified as a critical learning need for our school. In response to this need, we have hired a full-time PSA counselor and we are developing a school-wide system to identify students with problematic attendance and intervene in a timely manner. Our shared school goal is to reduce chronic absenteeism from 15% to 10% over the next 6 years.

   Correlated School-wide Learner Outcome
   - Critical Thinkers
   - Academic Achievers
   - Responsible Citizens

CHAPTER 3

SELF-STUDY FINDINGS

CHAPTER 3: Self-Study Findings

CATEGORY A:
Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Category A Focus Group Members

Rose Aguirre	Rochelle Kronstadt
Jose Alcala	Alexander Lindsey
DeEstie Andersen	Laura Lopez
Bruno Benarrous	Lizeth Lopez
John Burrell	Arturo Meza Villasenor
Alejandra Casarez	Anne Mirzakhanian
Tina Chaccatori	Lia O'Neale
Vartan Chalabian	Elena Paul
Katharine Collins	Veronica Perez
James Cota	Melissa Reisbord
Will Covington	Jose Reyes
Erik Cruz Rubalcava	Alexandria Rosas
Richard DeFronzo	Nora Rosendo
Jose Ramon Diaz-Rios	Rafael Sanchez
Denise Ewell	Michael Serrano
Fumni Fashakin	Scott Silva
Gloria Garfel	Leana Smith
Joe Granish	Richard Surendranath
Eileen Harte	Sabina Symanski
Sandra Harwin	Kevin Torres
Jeffrey Hernandez	Mark Turner
Lauren Herring	Erica Urbina
John Hwang	Sarah van Daalen Wetters
Kevin Kelly	Wesley Vaughan
Ricky Kelly	Jennifer Victoria
Tommy Kim	Hortencia Villegas
Denis Komen	Jonathan Wratten
Victor Koopongsakorn	

CATEGORY A:
Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

BCCHS has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, BCCHS' purpose is defined further by school wide learner outcomes and the academic standards.

The vision statement of BCCHS reflects a commitment by the stakeholders to provide all students with an instructional program that will prepare them for their future. The vision, mission, and expected student learner outcomes are supported by the governing Board, Academic Senate, and community members.

Vision: Birmingham Community Charter High School creates opportunities for all students.

Mission: Birmingham Community Charter High School strives to provide an innovative and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards, meet all graduation requirements, be responsible members of their communities, and attain skills needed to pursue their academic, career, and personal goals.

School wide Learner Outcomes:

- o   C = Critical Thinkers
- o   A = Academic Achievers
- o   R = Responsible Citizens
- o   E = Effective Communicators

The Academic Senate, comprised of department chairs and out of classroom leaders, works together to stay current in educational research and strategies to increase the rigor and efficacy of the instructional program to meet the needs of all students. Aligned to BCCHS' mission and vision, BCCHS faculty has incorporated a standards-based curriculum and research-based instructional plan, including DII (Direct Interactive Instruction), cooperative learning, co-teaching, vocabulary strategies, thinking maps, and Google classroom. Teachers in designated and integrated ELD classes use Specially Designated Academic Instruction in English (SDAIE) with English Learners to prepare for re-designation as fully English proficient.

As the charter status continues, the school has the opportunity to operate with more autonomy, and this allows BCCHS greater freedom to craft our own common vision and mission that is shared by the faculty and staff. Furthermore, the BCCHS governing Board ensures that BCCHS' vision and mission are being adhered to. Likewise, BCCHS' School Site Council, as well as the teachers' union, holds the teachers and out-of-classroom staff accountable to BCCHS' self-study plan, single plan, and LCAP plan.

BCCHS' School Wide Learner Outcomes were reviewed in the fall of 2017 and the faculty decided the existing SLOs were still relevant to the mission and vision and addressed the needs of 21st century high school graduates. The mission and vision have been periodically reviewed, most recently in the fall of 2017. After working on all three of these elements in focus groups, a consensus was reached and the

current mission, vision and School Wide Learner Outcomes were then shared with the faculty through email and additional meetings.

Vision - Mission – School Wide Learner Outcomes (SLOs) - Profile

Indicator 1.1: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

FINDINGS	SUPPORTING EVIDENCE
Careful examination of BCCHS' SBAC scores, graduation rate, A-G completion rate, Advanced Placement (AP) participation and pass rates, EL reclassification rate, and 12th grade post-high school survey data for both the total student population as well as targeted subgroups revealed the following: • BCCHS students perform slightly above the State average on the SBAC ELA • BCCHS students perform below the State average on the SBAC Math • BCCHS students graduate at rates above the State average • BCCHS students complete a-g requirements at rates below the State average • BCCHS students take and pass AP exams at rates below the State average • BCCHS EL students reclassify at rates above the State average These data, as well as the school's LCAP goals, commitment to address the needs of and provide a rigorous learning experience for all students, expectation of 100% graduation, and dedication to close the achievement gap for our targeted subgroups were of primary consideration in developing the vision and mission statements and school wide learner outcomes. BCCHS' vision states that "Birmingham Community Charter High School creates opportunities for all students." This vision drives BCCHS' commitment to maximize its resources to train, collaborate, and plan to create an academically challenging, personalized, and supportive environment that prepares individual students to pursue their post high school academic and career goals. The LCAP survey clearly indicated that BCCHS must focus its resources to ensure that all students are college and career ready and, therefore, are prepared to seek some form of post-secondary education or training upon graduation. To fulfill its mission statement, BCCHS has worked to increase the number of students who are A-G eligible. This number has increased from 30% in 2012	• Student achievement data • BCCHS Mission Statement • BCCHS Vision Statement • Leadership Meeting minutes • LCAP survey • LCAP • Staff Meeting PowerPoint • A-G Data • Graduation data

to 41% in 2017 representing an increase of 11 percentage points. Efforts in this area have broadened to create programs and implement practices to support students with GPAs of 2.5 or higher. The school also implemented a 2x8 block schedule in 2015-16 to provide greater opportunity for credit recovery and has worked with UCOP to increase it's a-g course offerings. BCCHS also embedded support structures to increase the graduation rate. These support structures include increased social-emotional support, such as PBIS, increased on-site mental health services, online credit recovery opportunities, dual enrollment at local community colleges, academic tutoring, and school-sponsored college trips. As a result, the graduation rate rose from 89.6% in 2012 to 95% in 2017.	• Graduation requirements
In further efforts to ensure all students are college and career ready, BCCHS has strengthened and expanded its AP program by including AP French Language and Culture, AP Art History and AP Psychology in its course offerings. This year, BCCHS was selected by the College Board to be an AP Capstone school and will implement the program in the 2018-19 school year. Specific AP sections have also been added to increase opportunities for a greater number of students to participate in advanced level courses. The number of students enrolled in AP courses increased from 981 in 2012 to 1281 in 2017. During this same time, the overall AP pass rate also increased from 35% to 49%.	• AP data
It is the belief of BCCHS that CTE coursework introduces students to various college and career options and contributes to their college and career readiness. BCCHS has dedicated time and resources to refine and increase access to its career technical education pathways. BCCHS has developed pathways in six industry sectors: Arts, Media and Entertainment; Health Science and Medical Technology; Hospitality, Tourism and Recreation; Engineering and Architecture; Information and Communication Technologies; and Business and Finance. Successful completion of one CTE course was added to the graduation requirements of all students beginning with the class of 2020. Additionally, to receive credit for pathway completion, students enrolled in one of the school's 11 CTE pathways must complete the entire pathway course sequence.	• Master Schedule

Development/Refinement of Vision, Mission, School Wide Learner Outcomes

Indicator 1.2: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and school wide learner outcomes.

FINDINGS	SUPPORTING EVIDENCE
The process to develop BCCHS' vision and mission statements included all stakeholders. The first step was to review the existing vision and mission statements. The leadership team discussed and clarified the difference between vision and mission statements and applied their learning to BCCHS' 2016-17 vision statement. It was determined that the vision statement was actually a mission statement. School leaders conveyed this information to all faculty and staff who met in Focus Groups to propose vision and mission statements and school wide learner outcomes for consideration. Once the Focus Groups reached a consensus, the chosen statements and school wide learner outcomes were provided to Student Council for feedback and to the School Site Council for discussion and eventual approval.	• Focus Group Agenda • Staff Survey • Student Council Minutes
The school vision and mission statements and school wide learner outcomes were also introduced to ELAC, SSC, and PTSA for input. Parents provided valuable feedback regarding these statements and their perception of the school's effectiveness at reaching these goals. These parent groups met once a month throughout the self-evaluation process to analyze LCAP and other qualitative survey data.	• SSC Minutes • ELAC minutes • PTSA minutes
At the conclusion of the process outlined above, the school's Vision Statement, Mission Statement and School Wide Learner Outcomes were presented to and accepted by the BCCHS Governing Board.	• BCCHS Board minutes

Understanding of Vision, Mission, and School Wide Learner Outcomes, District LCAP

Indicator 1.3: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school wide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and school wide learner outcomes.

FINDINGS	SUPPORTING EVIDENCE
The school wide learner outcomes and vision and mission statements are prominently displayed on the school website under the "About Us" tab. School wide learner outcomes posters are also displayed in every classroom as well as in other areas on campus. Teachers address the school wide learner outcomes with students periodically throughout the school day and in their daily learning targets.	• BCCHS website • SLOs posters
Additionally, the school's vision and mission statements and student learning outcomes are embedded in BCCHS' curriculum and instructional practices through inclusion in daily learning targets, development of lesson plans, and differentiated and rigorous student learning tasks and products. At all parent	• BCCHS Vision Statement

information nights taking place at BCCHS, Back to School Night, Hold Open House, Grade Level College Nights, PTSA meetings, parents are made aware of educational programs, services, and opportunities that support the school's school wide learner outcomes and vision and mission statements.	• BCCHS Mission Statement • Teacher lesson plans • Department Meetings • Pathway Meetings

A2. Governance Criterion

Governing Board and District Administration

Indicator 2.1: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, and school wide learner; outcomes, monitoring student progress, engaging parent and community participation in site governance; implementing complaint procedures; and reviewing program effectiveness in alignment with the district LCAP requirements.

FINDINGS	SUPPORTING EVIDENCE
The BCCHS Charter Petition clearly delineates the roles of the Board of Education and the school administrators. The Board is responsible for ensuring that BCCHS complies with all applicable federal and state laws and local requirements and employs the use of standing committees, representing all stakeholders. These committees, including Curriculum and Instruction, Student Services, Human Resources, Facilities and Operations, and Advisory, meet at least once a month to develop, review, and recommend policies that support the school's vision, mission, and student achievement goals. While the school administrators' primary responsibilities are to oversee day-to-day educational and business operations, they also are responsible for implementing, monitoring, and refining Board-approved policies. To foster a collaborative environment and ensure stakeholder input, administrators communicate school policies and procedures to and solicit input from various advisory groups such as the Associated Student Body (ASB), School Site Council, PTSA, Academic Senate, and employee unions. Each of these groups has a clear role that contributes to the successes of BCCHS. The BCCHS Board of Education meets monthly and is comprised of fifteen members: nine community members (including one parent representative), five faculty members (elected every two years), and the Student Body President. All agendas and Board policies are posted online for stakeholder access; hard copies are available in the school's Main Office. Board of	• Board minutes • PTSA minutes • ELAC minutes • SSC minutes • ASB minutes • BCCHS website • Curriculum and Instruction Minutes • Student Services Minutes • Human Resources Minutes • Facilities and Operations Minutes • Advisory Minutes

FINDINGS	SUPPORTING EVIDENCE
Education members are involved in the LCAP process to ensure that the school is working toward its identified LCAP goals. The BCCHS Board of Education provides for the timely and efficient resolution of concerns of all stakeholders through its Universal Complaint procedures. The employee unions, administrators, and Human Resources department work together to address staff member complaints and misconduct. Information regarding employee expectations are reviewed at faculty meetings, staff development days, department meetings, and leadership meetings; all are readily available in the employee handbook and on the school's website. The Faculty Reference Guide, developed for the 2017-18 school year, provides additional resources and guidance to certificated staff.	• Faculty Reference Guide • Universal Complaint Procedures

Understanding the Role of the Governing Board

Indicator 2.2: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

FINDINGS	SUPPORTING EVIDENCE
The roles and responsibilities of the Governing Board and the professional staff are clearly communicated through a variety of forums. Through this communication, both parties work cohesively with the same goal in mind, which is to educate students in preparation for their future endeavors. The Board takes great pride and responsibility in making decisions on providing educational opportunities to all students. The Board ensures that meetings follow the Brown Act, working efficiently and effectively to make decisions that support student learning.	• BCCHS Board Policies
All Board agendas and meeting minutes are posted online. The CEO/principal ensures that the Board's action items are consistently communicated to all stakeholders after each Board meeting. Many of the initiatives within the school start with the teachers who respectively participate in five committees: Human Resources, Advisory, Facilities, Curriculum and Instruction, and Student Services. Each committee is comprised of teachers, administrators, and community members, and meets at least once a month. The meeting minutes are reported out by the committee chair or a designee at the Board meetings. Some of the initiatives which pertain to the entire faculty may receive final approval by the Board of Education. Prior to consideration for Board approval, all initiatives are vetted by students, staff, and community members. A strong example of this process is our current initiative towards 1:1 Chromebook technology access for the freshman class. This process has included Administrative meetings, Information Technology Department and Business Department Meetings, Teacher meetings, Parent meetings, and Committee meetings. All of these	• BCCHS Board minutes • BCCHS Board agenda • Staff/Committee Meeting agenda and minutes • Management Team minutes • Department notes • Freshman Academy meeting notes • IT and Business Office meeting notes

meetings and committees are designed to provide an opportunity to hear and honor each voice throughout the process.	

Governing Board and Stakeholder Involvement

Indicator 2.3: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

FINDINGS	SUPPORTING EVIDENCE
BCCHS values and encourages the participation of parents as partners in education. Parents are informed of school involvement opportunities through several forums, including: the Parent Student Handbook, the school website, school newsletter, ConnectEd school messenger system, email, social media, and the Remind app. All such communications are available both in English and Spanish. At the beginning of each school year, at Back to School Night, parents are informed about School Site Council, ELAC, and various committees that they may join. In addition, if there are any open parent positions in SSC or the Governing Board, parent candidates introduce themselves at Back to School Night in the auditorium and the election takes place on the same evening. School Site Council is a forum used to guide the school in alignment with the SPSA and LCAP.	• PTSA agenda and minutes • SSC agenda and minutes • Parent meeting Agenda and minutes
The SPSA/LCAP plan is developed with input from the School Site Council which is comprised of students, community members, and staff. Additional input on this process is collected through annual surveys and open meetings that are regularly held to review progress on this plan. Parents are strongly encouraged and recruited to take part in various LCAP surveys and to attend LCAP development meetings.	• LCAP surveys
Several other stakeholder groups are active at BCCHS including Boosters, PTSA, Leadership Team, Lead Teachers, Committees, and Student and Class Councils. Each of these groups provide valuable input regarding the direction of BCCHS. These groups are either elected by popular vote or the positions are open to all willing participants. The effective use of these groups ensures the broad range of input into all decisions on setting policies.	• Parent election ballot

Board's Evaluation/Monitoring Procedures

Indicator 2.4: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

FINDINGS	SUPPORTING EVIDENCE
The SPSA and LCAP are monitored and updated annually. This process involves all stakeholders, including administrators, teachers, parents, and students. The Charter status allows BCCHS the autonomy to develop its own site plan that aligns with the school's mission and vision statements. Both the SPSA and LCAP plans are approved by the SSC and then presented to the Board of Education for final approval. Throughout this process, there remains a clear focus on the school's mission, vision, and SLOs, which are embedded into all decisions. LCAP goals are developed based on student achievement data, school needs, and alignment with the Eight State Priorities.	• BCCHS SPSA • BCCHS LCAP • BCCHS Board meeting agenda and minutes
BCCHS' LCAP is developed through a collaborative process. Each year, the school reviews data to determine whether its established Expected Annual Measurable Outcomes (EAMOs) have been met. EAMOs are discussed at faculty meetings to identify professional development needs, program strengths, personnel needs, instructional materials needs, and other issues through a constant cycle of inquiry. The school's achievement results are shared with all stakeholders; strengths and areas of growth are identified; and strategies to improve areas of growth are developed. Additionally, the Advisory Committee, in collaboration with the Business Office, reviews the school's fiscal allocations to ensure compliance with federal, state, and local guidelines. The CEO/Principal presents the progress on an ongoing basis to the Board of Education. Annually, the LCAP is revised to address ongoing improvement of student achievement.	• Board Presentation

Complaint and Conflict Resolution Procedures

Indicator 2.5: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

FINDINGS	SUPPORTING EVIDENCE
BCCHS has established formal complaint procedures for all stakeholders. The complaint procedures are communicated clearly to parents through a number of resources and forums. The policy is displayed in classrooms and offices. These procedures are printed in both English and Spanish in the Parent Student Handbook and posted on the school website. All office personnel maintain an open door policy that provides confidence and security to anyone in need of utilizing the complaint procedure process.	• UCP Complaint Form • Parent-Student Handbook

FINDINGS	SUPPORTING EVIDENCE
Administrators are accessible to all stakeholders and concerns are resolved in a timely manner, as evidenced by survey results and feedback from various meetings. Parent complaints advanced to the LAUSD Charter Office or LAUSD Board Members are referred back to BCCHS administrative staff to resolve. In all cases, resolutions are shared with LAUSD. Union representatives also meet with administration to discuss contract and non-contract issues and concerns that come up during the course of the year. BCCHS has a strong collaborative working relationships between the different employee union groups and the administration.	• UTLA Collective Bargaining Agreement

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Broad-Based and Collaborative

Indicator 3.1: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders.

FINDINGS	SUPPORTING EVIDENCE
All initiatives at BCCHS seek stakeholder input through committee involvement or at faculty meetings prior to implementation. Programs are initially created to address students' needs based on empirical data. Every program is then analyzed for effectiveness and continued improvements are made based on research based strategies. A specific example of this process can be evidenced through the Sophomore Academy initiative. The need for a Sophomore Academy was introduced to the faculty by our Academy lead teachers at a faculty meeting when the data showed that the 10th grade students had less contact with their counselors compared to other grade level students. Other data, including ICA results, grades, and attendance, were shared at several faculty meetings all of which indicated a greater need for support in the 10th grade. After the administration presented the pros and cons of implementing a Sophomore Academy, teachers took an informal vote.	• Meeting agendas • Student achievement data • Voting ballots • BCCHS calendar
The continuous school improvement process is embedded in Professional Learning Communities (PLCs) at BCCHS. Much of the evaluation and improvement process within the school is generated through professional learning communities that meet once a month and are grouped by departments, specific subject matter subgroups, grade level academies,	• Meeting agendas

special programs, and career pathway academies. These professional learning community groups discuss areas of improvement, professional development opportunities, data, and share best practices to continually improve instruction. SBAC scores are also examined and broken down by claims in school wide data analysis sessions. Department-wide specific improvement plans address the needs of subgroups and scores from prior years. Other assessments, such as PSAT, provided to all 9th, 10th, and 11th grade students, are correlated to SBAC to pinpoint areas of need to guide instruction.	• **Department meeting agendas**

Single School Plan for Student Achievement Correlated to Student Learning

Indicator 3.2: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: How do staff ensure that the analysis of student achievement of the critical learner and college and career-readiness needs, school wide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

FINDINGS	SUPPORTING EVIDENCE
The School Site Council (SSC) is responsible for approving and monitoring the Single Plan for Student Achievement (SPSA). At the beginning of each school year, the SSC reviews CDE Dashboard data such as the SBAC scores, suspension rates, graduation rates, pupil engagement data, etc., to determine if LCAP goals have been met and continue to be relevant. The SSC ensures that the analysis of student achievement data, college- and career-readiness indicators, school wide learner outcomes, and academic and career-readiness standards are considered when reviewing the funding allocations. In January and February, the school's goals are reviewed based on achievement data and are revised as necessary. In April, a newly revised SPSA is aligned with the LCAP goals. This process ensures that the LCAP and the SPSA are correlated, creating a malleable document referred to as the school's LEA plan. Spending decisions are made according to the achievement of these school goals. SSC is comprised of three elected teacher members, parents, students, and classified staff members. All stakeholders are invited to attend these monthly meetings.	• SSC agenda and minutes • CDE dashboard • Student achievement data • LCAP

Staff Actions/Accountability to Support Learning

Indicator 3.3: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

FINDINGS	SUPPORTING EVIDENCE
Instructional practices are reviewed and evaluated through PLC meetings monthly. PLC groups include subject area departments, academies, English Language Learners, CTE, Advanced Placement, Special Education and other specialized groupings. These meetings are utilized to look at available data and develop best practices. For department meetings, the department chair, who is elected by the department members to represent them at the Academic Senate, facilitates the meeting. In addition, Academy Lead teachers are elected by their specific academy members and meet regularly to discuss their respective academy activities. We also have two EL Coordinators who are both English teachers and have a period as part of their teaching schedule to support ELD students as well as facilitate the English Language Learners PLC group with specialized topics that pertain to BCCHS EL students. To support our CTE students, CTE teachers meet to discuss the latest industry standards and the learning needs of BCCHS students, while AP teachers collaborate with our AP Coordinator/College Counselor to discuss how to improve the school's overall AP program. Finally, teachers who are not part of these PLCs or some other specialized group are provided with information on various instructional practices and topics such as technology, ELD strategies, PBIS, and a-g information. Administrators attend these meetings on a regular basis and offer support and guidance as needed.	• Department meeting agendas and minutes • Special PLC meeting agendas • Student achievement data
Programs are also continuously being evaluated for their effectiveness. Program adaptations are most commonly made by faculty members with the support and direction of the administration. Some examples of this process are evidenced by formation of the Sophomore Academy to better support the sophomores based on data that showed that they had less counselor contact compared to other grade levels. Curricular changes were made in the math program which include differentiated UDL instructional strategies to support all learners, provide online programs such as Pearson Realize for remediation, MDPT for correct placement, as well as alternate support from content expert tutors who provide in-class support for struggling students.	• Meeting agendas • Staff surveys
The school has made a large investment to provide Chromebooks in all core classes ensuring that students are prepared for the 21st century workforce. These program implementations were first initiated by reviewing student achievement data and pinpointing the areas needing improvement. Based on data analysis, the administrative team and faculty developed strategic plans for improvement. However, prior to implementation, all possible solutions were considered to ensure transparency, and all options were vetted. Data analysis drives all decisions, actions, and modifications and the	• Student achievement data

FINDINGS	SUPPORTING EVIDENCE
implementation process is a collaborative effort involving teachers, counselors, and administrators. Within the parameters of this program evaluation process, faculty have the opportunity to propose the creation of new courses. Recent examples of this can be seen in the implementation of a-g approved courses such as Literature and Language specifically developed for English Language Learners, Honors Pre-calculus and Honors Trigonometry to increase enrollment in higher level math, and Animation 3 to strengthen CTE programs. BCCHS continues to monitor student achievement data annually to ensure accountability for implementing practices and programs that support student learning.	

Internal Communication and Planning

Indicator 3.4: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

FINDINGS	SUPPORTING EVIDENCE
The school has worked to foster a positive working relationship between the employee unions and administration. Union representatives meet with the principal and discuss any matters of concern. Union representatives are invited to sit on hiring panels for management positions as well as out of the classroom personnel positions. In addition, department chairs are part of a leadership team known as the Academic Senate. This team meets at least once a month to discuss major decisions, programs, and directions the school may be taking. This group works collaboratively to help shape and communicate school policies to their department members. Structures for internal communication include: - Email - BCCHS and Google - Memos - Mailboxes - PA announcements - Phones - Meetings - Google Docs/Classroom - US mail - Person-to-person communication While the school fosters a professional working environment and has many structures in place to ensure clear and effective communication, differences	- Employee Handbook - Academic Senate meeting agendas - BCCHS website

do sometimes arise among staff members. When those differences cannot be resolved by the involved parties, the following protocol is followed:

1. Bring the concern to a peer leader
2. Involve an administrator
3. Refer to the Human Resources Director
4. Appeal to the CEO/Principal
5. Address the BCCHS Board of Education

BCCHS is very proud to produce well rounded students who are involved in a variety of events. This level of student involvement requires communication with all stakeholders. The calendar committee and facilities committee meet once a week to review activities requests from all stakeholders and to address weekly activities, athletics, various meetings and events. The process in place reduces conflicts with facilities, instructional programs, and major events on campus. BCCHS also maintains a school calendar of events which is posted on the website. The event calendar is a good reference for parents, staff, and the students.

- BCCHS master calendar

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

Indicator 4.1: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.

FINDINGS	SUPPORTING EVIDENCE
The hiring process at Birmingham Community Charter High school is thorough and consistent. All future employees apply online via the EdJoin website and the Human Resources Director reviews all the applicants and assesses their qualifications, including relevant training. Once the Human Resource Director completes the review, the qualified candidates are reviewed by the administrator who will be supervising the future hire. Once the potential candidates to be interviewed are selected by the reviewing administrator, the Human Resources Director sets up interviews. The interview panel includes administrators, the relevant department chair, teacher experts from the content area for which the applicant is applying, and/or other classified and certificated staff as needed. Finalists are selected	- BCCHS EdJoin account - Human Resources department documents - BCCHS website

and teacher candidates may be asked to return for a demonstration lesson in front of students. The Human Resources Department supports the administrators by reviewing teacher credentials, checking references, and meeting other requirements such as TB clearance and background checks prior to making an offer of employment.

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

FINDINGS	SUPPORTING EVIDENCE
The administrators and instructional coaches welcome the new teachers to BCCHS and provide a two-day training before the school year begins as well as weekly New Teacher Cadre meetings throughout the year to provide instructional support. Department chairs, along with administrators, assist with the placement of teachers in specific classes within each department. The master schedule at BCCHS is driven by student needs, and teachers are assigned to courses consistent with their credentials and content expertise which provides for a "highly qualified" teaching staff. Course scheduling is developed in the spring semester to determine the number of sections necessary within each department to meet student needs and support the instructional focus of the school. Prior to the creation of the master schedule, current teachers are asked to submit an interest survey indicating which courses they would prefer to teach. Although teachers may request particular assignments, it is clearly communicated that selection of course assignments is based on student need and teacher credentials.	• New Teacher Cadre calendar and agendas • BCCHS master schedule • Teacher interest survey • UTLA collective bargaining agreement

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes,

and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

FINDINGS	SUPPORTING EVIDENCE
The school communicates responsibilities, operational practices, and decision-making processes in several different ways including school wide emails, staff meetings, website postings, and written documents. For example, administrators share school wide policies and operational practices with department chairs in regularly scheduled leadership meetings. Department chairs then disseminate this information to teachers within their departments and provide administrators with feedback regarding clarity and understanding of the information. BCCHS staff are provided with an employee handbook, job descriptions that define staff responsibilities, and the BCCHS Administrative Organizational chart. Teachers receive a supplemental Faculty Reference Guide which provides information about day-to-day policies and procedures. Additionally, all staff receive an online APTA account where they can access their job responsibilities and contracts. Annually, staff are expected to sign their employee handbook, a job description document, and employee contract and submit those documents to the Human Resources Office.	• Board policies • BCCHS website • Meeting agendas • Communication logs • Policies protocols and documents • Employee Handbook • Teacher Reference Guide • Organizational chart • APTA information system • Job descriptions • Employee contracts

Support of Professional Development/Learning and Measurable Effect on Student Learning

Indicator 4.4: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school wide learner outcomes.

A4.4. Prompt: Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?

FINDINGS	SUPPORTING EVIDENCE
Administrators, in collaboration with the Academic Senate, review student achievement data to determine the critical learning needs of our students and ensure those needs are reflected in our LCAP and SPSA goals. Simultaneously, the school leadership team reviews instructional data provided by informal peer observations, feedback from authorizing agency oversight visits, and raw data collected from instructional round teams to identify an instructional focus that supports the critical learning needs. After members of Academic Senate discuss classroom observations, the professional development needs to improve instructional delivery systems for increased student achievement are identified. For the past several years,	• Student achievement data • BCCHS LCAP • BCCHS SPSA • Charter Oversight report • Academic Senate meeting agendas • Faculty meeting agendas and

BCCHS teachers have participated in professional development sessions focused on: • California Standards • Multi-tiered systems of student support • Direct Interactive Instruction (DII) • Universal Design for Learning (UDL) • Co-Teaching • ELD Support • Next Generation Science Standards (NGSS) • Response to Intervention through Positive Behavior Intervention and Support (PBIS) • Career Technical Education (CTE) • Advanced Placement (AP) • College and Career Readiness • 21st Century Skills (technology in the classroom)	presentation materials
The school supports the professional growth of both certificated and classified personnel through attendance of various conferences to ensure that all students achieve the academic and college and career readiness standards and the school wide learner outcomes. Individualized support is available to all certificated staff via on-site instructional coaches and mentors. Furthermore, specialized support is available through the services of contracted subject matter experts in the areas of: • Special Education • Mathematics • English Language Development	• Professional development and conference attendance log • Instructional Coach logs • Contracts with instructional support vendors
In the 2016-17 school year, the school negotiated two professional days (non-student days) devoted to providing time for teachers to collaborate, plan, and develop as educators. One Tuesday per month during a school wide faculty meeting, short in-services are provided on various subjects such as ELD and Special Education. On some early release days, teachers review performance data rubrics to develop formative and benchmark assessments. Annually, the school reviews its identified instructional focus and uses student achievement data to determine the effectiveness of the professional development provided to its faculty. For example, a positive correlation was identified between student Lexile growth and teachers who received Achieve3000 training and consistently used the tool. A similar positive correlation was observed between attendance of counselors at UC, CSU, CASC, and NACAC conferences and an increased a-g completion and graduation rates.	• UTLA Collective Bargaining Agreement • Student achievement data

Supervision and Evaluation

Indicator 4.5: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: How effective are the school's supervision and evaluation procedures?

FINDINGS	SUPPORTING EVIDENCE
The teacher evaluation process at BCCHS promotes professional growth and development. Utilizing the evaluation rubric based on the California Standards for the Teaching Profession, the evaluation provides specific feedback that can be used by an individual teacher to identify and assist in areas of growth. During this process, teachers participate in a pre-observation conference meeting with the supervising administrator to discuss the lesson plan, as well as what to look for in the observation. After this initial meeting, the observation occurs and then a post-observation meeting is held to discuss successes and identified areas of growth. To ensure that the observation process is equitably applied to all certificated staff, administrators are currently working to develop a common understanding of effective instruction and calibrate their observation ratings. Every concerted effort has been made to ensure that observation feedback is timely, meaningful, and promotes self-reflection. Based on evaluation results, teachers receive guidance, assistance, and coaching aligned to individual improvement goals from instructional coaches and administrators.	• Evaluation documents • CTC rubric • Observation schedule • UTLA collective bargaining agreement • Signed evaluation forms

A5. Resources Criterion

Allocation Decisions and Their Impact

Indicator 5.1: There is a relationship between the decisions about resource allocations, the school's vision, mission, the school wide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the school wide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

FINDINGS	SUPPORTING EVIDENCE
Resource allocation is based on the primary needs of the students as identified in the LCAP. Each year, the Single Plan for Student Achievement (SPSA) is revised and approved by the School Site Council. School goals are	• BCCHS LCAP

aligned with the LCAP, and consideration is given to the individual needs of the BCCHS student population and community, as outlined in the vision, mission, and SLOs. The school budget is written to ensure appropriate funds are allocated in support of the school goals.

In February prior to the upcoming school year, the school develops an annual budget to ensure the LCAP is aligned to school goals. The school also performs an annual audit and conducts quality business and accounting practices which include protections against mishandling of institutional funds. BCCHS staff works with the Business Office to set a standard of incorporating staff input and ideas for fiscal responsibility. BCCHS has been fortunate to maintain a healthy and stable fiscal status.

- Annual budget

Based on the LCAP and SPSA, BCCHS focuses on improving technology, improving facilities, and providing effective training for teachers and staff. A large part of the school funding has been set aside for major facilities improvement projects, including the stadium, pool, additional portable classrooms, and technology upgrades. Some of the technology recently added include: class sets of Chromebooks, updated computer labs, and online curricula such as Achieve3000, EADMS, and a-g approved courses. To ensure effective use of new technology, funding was set aside for teachers to complete multiple levels of online Google Suite training, as well as attend conferences on best pedagogical practices with technology. In addition, the school negotiated two pupil free professional development days, which provided an additional 1% salary increase, for teachers to share best practices.

- BCCHS SPSA
- Google certification documents

Financial Resources:

Financial resources are allocated based on the needs of the students, and these allocations are revised throughout the year through School Site Council (SSC). The use of the school plan for expenditures of LCAP funds is determined through the SSC and is voted on by that body. Each item must be presented and approved so that all members are heard. School goals are aligned with the LCAP, and BCCHS re-evaluates student achievement based on available data. The CAASPP data serve as benchmarks to measure continued improvement in student academic achievement. Although these data only give BCCHS a starting point, they are incorporated into resource allocation decisions. BCCHS supports staff members in continuous learning by providing release time for team collaboration and/or paying for teachers to attend conferences in order to learn new instructional practices and participate in professional learning such as Advanced Placement training, A training, NGSS training, UDL training, CTE training, PBIS training, and NACAC.

- SSC agendas and minutes
- Budget reports
- Facilities project schedule
- Facilities Committee meeting agendas and minutes

To maximize student support, BCCHS uses concentration and supplemental funds for alternative support according to the state guidelines. Based on empirical data, the SBAC math results indicate that many of the students need additional support beyond the double block math classes provided in 9th and 10th grade. While the school has embedded SBAC support classes, the school's CAASPP performance has remained flat. Consequently, professional

- SBAC math data
- CTL Math contract

math tutors were hired to support math teachers within the school day. Moreover, BCCHS has contracted with California State University Northridge's Center for Learning (CTL) to provide additional support for math teachers; Dr. Ivan Chang, a renowned math professor and member of CSUN CTL, provides lesson plan development and coaching support to our math teachers. Currently, math teachers are encouraged to take advantage of the opportunities provided, rather than be directed to do so. In response to data indicating an achievement gap for students with disabilities and to provide more students with an opportunity to remain in an inclusive educational environment, BCCHS allocated funding for the 2017-18 school year to implement and develop co-teaching. BCCHS contracted with Dr. Wendy Murawski and her team at California State University Northridge's Center for Learning (CTL) to provide professional development, consultation, and coaching support to develop an effective co-teaching program based on current research. Dr. Wendy Murawski has extensive experience across the country supporting schools and districts to successfully implement co-teaching. Research has revealed that when implemented correctly, co-teaching is a highly effective way to improve achievement for special education students as well provide benefit to all students. Co-teaching reduces the need to place students in self-contained Special Education classrooms and provides students with a more inclusive setting leading to higher academic achievement and post-high school success. It is hoped that data from this program will support the investment of resources and show a positive impact on student learning to close the achievement gap of students with disabilities at BCCHS. The school also receives nominal funding from CTE and Perkins grants. The allocation of these funds to specific career pathways is decided collaboratively by CTE teachers, administrators, the Career Counselor, CTE consultant, and the CBO based on the greatest benefit to students. As the Local Control Funding Formula was fully implemented at BCCHS in the 2015-16 school year, the impact and effectiveness of our fiscal allocations will be apparent at the conclusion of the 2017-18 school year. Since that time, BCCHS has worked to inform its stakeholders of funding guidelines so that they can become more involved in the budget process and actively participate in monitoring the school's programs.	• **CTL Co-teaching contract** • **Budget**

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)

FINDINGS	SUPPORTING EVIDENCE
BCCHS, as an independent charter, receives direct funding from the state as well as from federal and local sources. As a stand-alone school district, salaries, benefits, and operational costs must be considered before the funds are allocated to specific line items based on the LCAP and SPSA goals. The general budget for the school is developed to meet the needs of the projected student enrollment by multiple BCCHS stakeholder groups. It is vetted through both the Advisory Committee and the School Site Council which then make recommendations to the Board of Education before final approval. Expenditures are reviewed internally on a periodic basis and audited by an independent third party annually to provide protection against mishandling of public funds. Additionally, the school's authorizing agency, LAUSD, charges one to three percent of the school's overall funding apportionment as an oversight fee and provides an additional layer of compliance monitoring. The Business Office ensures that all purchases comply with established procedures. The BCCHS administrative staff works collaboratively with the Business Office to monitor purchase orders, conference travel protocols, and reimbursement procedures and to assure that resources are efficiently allocated.	• Budget report • Advisory Committee meeting agendas and minutes • SSC meeting agendas and minutes • Board meeting agendas and minutes • Audit reports • LAUSD invoices • Purchase Order documents and protocols • Travel protocols

Facilities

Indicator 5.3: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the school wide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

FINDINGS	SUPPORTING EVIDENCE
The physical facilities at BCCHS are safe, functional, and extremely well maintained. Since the school is the property of LAUSD, every alteration to the facility must undergo scrutiny from LAUSD. Improvement of the school's facilities has been a major focus on the BCCHS campus for a number of years. In the 2014-15 school year, cameras were installed throughout the campus to reduce vandalism and increase campus safety. This resulted in a significant decrease in the number of suspensions and expulsions during the 2015-16 and 2016-17 school years and earned the school recognition as one of the safest high schools in the Greater Los Angeles area. The most ambitious facility improvement thus far has included painting of the entire campus, removing grills from windows, and replacing	• Facilities Committee meeting agendas and minutes • Facility project documents • Facility improvements

air conditioners which has served to increase energy efficiency and make the campus ADA compliant. These modifications have increased requests from film industry representatives to use our campus location resulting in additional revenues. The campus will continue to undergo modernization including a new stadium, new fields, additional portable classrooms, and lighting. These changes will serve to improve the internal and external spaces on campus and provide a conducive learning environment for students to become college and career ready for the 21st century global market. Additional short-term and long-term facility projects are discussed weekly at the Facilities Committee meeting comprised of the Facilities Director, Project Manager, Plant Manager, IT manager, Student Support Director, and CBO; the committee reviews and monitors the progress of major facilities projects and concerns. At each Board meeting, representatives from this committee present facility updates to the Board.

Instructional Materials and Equipment

Indicator 5.4: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

FINDINGS	SUPPORTING EVIDENCE
Textbooks, technology-based materials, and other educational materials are vital instructional tools used to help students achieve grade-level competency and must align with the academic content standards of each particular subject area. Adoption of instructional materials, such as textbooks, is determined through a collaborative process involving teachers, administrators, and community members, and final approval is made by the BCCHS Board of Education. Textbooks, in particular, are adopted on a rotating basis to ensure all subject areas have access to current textbooks and other instructional materials. When a department is scheduled to adopt new textbooks and accompanying instructional materials, teachers in that department meet to review potential textbooks and supplemental materials (including technology). Some teachers may pilot the use of textbooks being considered for adoption during this review period and report their findings to their colleagues. Once department members have selected the textbook they deem to be most effective for students, parents and other stakeholders are invited to review the materials in the school's Main Office. Parent and community comments and concerns are considered by the department members who eventually make a recommendation to the Board of Education for approval.	• Textbook records (Aeries) • Book adoption protocol • Syllabus for every subject • Textbook inventory list

Department chairs are responsible for notifying their respective administrators regarding consumable instructional materials or textbook replacement needs within their departments. Department chairs also make recommendations to their respective administrators regarding one-time department-specific purchases of equipment or specialized instructional materials, e.g., 3-D printers, microscopes, kilns. Administrators and department chairs work closely with the Business Office to ensure materials are available for classroom use in a timely manner. BCCHS strives to honor all appropriate requests aligned to the content standards of the specific subject area as well as to the school's vision, mission, SLOs, and goals.	• Department instructional materials requests
During the last several school years, the school has invested time and financial resources to upgrade the technological infrastructure of BCCHS. This investment was made to ensure that the simultaneous use of electronic devices for both classroom instruction and testing purposes would be possible on a school wide basis. Beginning in the 2015-16 school year and continuing to the 2017-18 school year, Chromebook carts were installed in all English Language Arts, Math, Science, Social Studies, and World Languages classrooms. LCD projectors, desktop or laptop computers, and document cameras are standard equipment in all classrooms; some classrooms have also been equipped with SMART projectors or boards, 3-D printers and/or specialized computer hardware and software. Access to and implementation of new technology has allowed staff to develop lessons and utilize software and other resources that increase student engagement, enhance learning, and increase students' acquisition of 21st century skills.	• Chromebook carts • LCD projectors • Document cameras • Teacher computers • SMART projectors • SMART boards • 3-D printers

Well-Qualified Staff

Indicator 5.5: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

FINDINGS	SUPPORTING EVIDENCE
The hiring process at BCCHS is fair and equitable and follows the guidelines mandated by the Charter. This process includes submission of an online application to BCCHS EdJoin account, screening of applicant qualifications, an interview by a panel composed of administrators and other staff members including a teachers' union representative as appropriate, and finally, a reference check. All teachers are highly qualified and appropriately certified to meet the needs of the students. Occasionally, in collaboration with several universities, BCCHS has a developed an MOU to accept single subject credential interns under the supervision of University professors to teach as paid instructors with temporary status.	• BCCHS EdJoin account • Human Resources department documents

In an effort to support the goal of maintaining a "highly qualified" staff, BCCHS has established New Teacher Cadre to provide support for teachers new to the profession as well as to teachers not on permanent status. Three instructional coaches, who are fully out of the classroom, meet with cadre teachers on a weekly basis to support classroom management plans, development of classroom routines, instructional planning, assessment development and delivery, classroom observation with feedback, instructional modeling, instructional co-teaching, and reflective conversations.	• New Teacher Cadre meeting agendas
BCCHS administration fully supports staff trainings and in-service programs. For the past years, many staff members have been able to take advantage of in-service opportunities supported by LCAP funds. Consistent effort has been put into developing in-house professional development as evidenced by the Tuesday collaboration schedule, faculty meeting agendas, and various workshops held during the school day and on weekends. Teachers have also been encouraged to become Google Certified at their own pace utilizing the support of other teachers as well as training materials available online. In addition to the in-service professional development, staff have the opportunity to attend local, state, and national workshops and conferences.	• Google certification documents

Long-Range Planning

Indicator 5.6: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the school wide learner outcomes.

A5.6. Prompt: Evaluate the effectiveness of these processes.

FINDINGS	SUPPORTING EVIDENCE
Teachers and administrators work closely to monitor student needs, and site resources decisions are based on an alignment with the Local Control Accountability Plan (LCAP) and the SPSA. Both plans are designed to support the Eight Priorities set forth by the State of California. Based on LCAP funds and School Site Council meeting discussions, resources are appropriately allocated to support student achievement. The alignment of the LCAP and SPSA helps to ensure that site funds are appropriately allocated to maximize student achievement. At the beginning of every school year, when CAASPP results are announced, teachers and administrators analyze the student achievement data including SBAC scores, AP pass rate, graduation rate, and reclassification rate of ELs in order to pinpoint areas of growth and areas in need of improvement. Based on this data analysis, decisions regarding professional development, instructional practices, staffing needs, and instructional materials are made collaboratively and used to drive LCAP revisions.	• BCCHS LCAP • BCCHS SPSA • SSC meeting agendas and minutes • Student achievement data • Staffing roster • Professional development/conference log • Faculty meeting agendas

These data serve as the metrics BCCHS uses to evaluate our students' level of success. This practice has become critical in identifying school wide instructional programs such as UDL, double blocking of math and English, and alternative support in the classroom. To promote a college-going culture, counselors have worked collaboratively with teachers to increase the a-g completion rate. Additionally, correlations have been made between AP scores, PSAT scores, and SBAC results to predict college and career readiness. For example, a student earning a 2 on an AP exam is still likely to be in a better position to adjust to the rigors of college than a student who has not challenged himself with an AP course. BCCHS has been focused on monitoring growth targets for student achievement and adjusting school resources accordingly to provide opportunities for all students to become college and career ready. BCCHS has a three-year plan to ensure that funding is continued and designated to support necessary programs in conjunction with long term goals. BCCHS has been fiscally sound during the past five years resulting in a positive financial reserve.	• BCCHS master schedule • Planning documents

A6. Resources Criterion

Long-Range Financial (and Other Resources) Plan and Stakeholder Involvement

Indicator 6.1: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and school wide learner outcomes.

A6.1. Prompt: Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.

FINDINGS	SUPPORTING EVIDENCE
All resource allocations are decided based on BCCHS' commitment to ensuring that all students have appropriate support and opportunities to develop the skills and knowledge needed to be successful in any post-secondary endeavor. BCCHS administrators, department chairs, academy leads, Academic Senate, and members of the standing Board committees (Advisory, Curriculum & Instruction, Student Services, Facilities, Human Resource and the School Site Council) collaborate to identify BCCHS' needs, determine resource allocations, and contribute to the creation of the school's LCAP. This annual process helps staff prioritize needs and allocate money to fund new or existing programs that will support its commitment to its students and ensures that all school site stakeholders' voices are considered.	• Committee meetings agendas • BCCHS • LCAP • Budget calendar

Regular Accounting and External Audit Procedures

Indicator 6.2: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.

FINDINGS	SUPPORTING EVIDENCE
BCCHS has developed fiscal policies, as adopted by the Governing Board, which address fiscal oversight and operational limitations. An annual independent audit of BCCHS' fiscal health reviews and reports on the system of internal controls in place. Additionally, an oversight review by LAUSD, BCCHS' charter authorizing agency, evaluates the fiscal and operational soundness of BCCHS. Lastly, the CDE conducts reviews of the Nutrition Program and the Federal Program Monitoring of Categorical Funding to ensure BCCHS is compliant in the expenditure of public resources.	• BCCHS audit reports • LAUSD oversight reports • CDE nutrition report • FPM report • STRS audit report

Processes for Implementation of Financial Practices

Indicator 6.3: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

FINDINGS	SUPPORTING EVIDENCE
BCCHS' Business Office operates under the guise of the Board-approved fiscal policies and procedures. Only the CEO/Principal and the CBO, as authorized officers of BCCHS, have signatory authority to enter into contracts, sign checks, or authorize the release of financial resources. Payroll information is monitored by a two-way system in which the Human Resources Director manages the employee contracting process and the Payroll team distributes the employee compensation approved and authorized by the CBO. BCCHS bank accounts, credit cards, and lines of credit are reconciled monthly, reviewed by the CBO, and presented to the Board of Directors for monthly review and approval. Credit card use is restricted to Board-authorized personnel and requires approval through the established purchase order process.	• Board agenda and minutes • Credit card reconciliation report • Check register reconciliation report • Board-approved fiscal policies

Budgeting Process - Transparency

Indicator 6.4: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.

FINDINGS	SUPPORTING EVIDENCE
BCCHS follows an annual Budget timeline and planning process that aligns with the LCAP planning cycle. During the planning cycle, administration, in consultation with department chairs and academy leads, performs a needs assessment based academic performance data. A consolidated budget/LCAP, intended to be "zero based," is reviewed by the Advisory Committee which includes representation from chairs of all other Standing Committees. This process provides opportunities for all stakeholder groups to submit, vet, and prioritize budget requests. After the review, budget requests are prioritized in the LCAP. The information is then forwarded to the Board for final discussion and approval. The Board continually receives updates and budget revisions of the original budget. The audited financial results of BCCHS show evidence of the organization's fiscal soundness and that internal controls in place. These annual results are reviewed internally (by the Board and Advisory Committee) and externally (by LAUSD in the annual fiscal review). Regular, interim financial results are also shared at Board meetings.	• Budget calendar • Advisory Council meeting agendas and minutes • Board agendas and minutes • Fiscal audit report

Adequate Compensation, Staffing, Reserves

Indicator 6.5: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?

FINDINGS	SUPPORTING EVIDENCE
BCCHS has collective bargaining agreements with certificated staff (UTLA) and represented classified staff (AFSCME) (in process). These agreements include established salary schedules and benefits offerings. Additionally, the Board approves salary schedules for all administrative positions. Human Resources and outside consulting organizations collaborate to collect and summarize staff total compensation metrics. BCCHS administrative staff reviews total compensation benchmarks, comparable to charter high schools and similar school districts, to ensure that parameters align to industry and regional standards. The BCCHS Board has established a policy outlining procedures to	• Collective bargaining contracts • Benchmark studies • Fiscal audit report • LAUSD oversight report

ensure that a reasonable accumulation of reserves meets or exceeds the state reserve guidelines.	

Marketing Strategies

Indicator 6.6: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

FINDINGS	SUPPORTING EVIDENCE
BCCHS utilizes multiple strategies to promote the BCCHS brand including the BCCHS website, recruitment events, community outreach to middle schools, and community events. Since BCCHS has consistently met its enrollment target over the past three school years and has maintained a healthy waiting list, these marketing strategies have been deemed successful.	• Campus tour schedule • Recruitment event flyers/postcards • Middle school recruitment invitations • Fence banners • Newspaper advertising • Newsletter • Meeting agendas and sign-in sheets • Enrollment data • Waiting list

Informing the Public and Appropriate Authorities

Indicator 6.7: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.

FINDINGS	SUPPORTING EVIDENCE
BCCHS site leadership submits monthly financial reports to the Advisory Council and the BCCHS Board to ensure those governing bodies are aware of and can be responsive to the identified financial needs of the school. In addition, BCCHS submits formal reports to both the State of California and its	• BCCHS budget • BCCHS interim reports

authorizing agency (LAUSD) that highlight the fiscal health and needs of the school.	• Unaudited and audited financial reports

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

The organizational and leadership structure at BCCHS is congruent with the school's vision and mission "to provide opportunities for all students." With the support of all stakeholders (administration, staff, students, and parents), BCCHS is constantly working to ensure every student is college and career ready through extraordinary academic, athletic, artistic, and activity-based programs. Collaborative decision making is achieved through the Academic Senate (administration, department chairs, and instructional coaches) and implemented through lead teachers, department chairs, ASB instructor, Athletic Director, and the professional learning communities at the grade and department levels as well as through specialized groupings and academies.

BCCHS' successes can be attributed to a decision making process that values collaboration and fosters trust between stakeholders. Administration and faculty work together to evaluate, implement, and improve programs to create an environment that promotes student success. This is demonstrated in both the school's intervention program which provides a school wide structure to allow personalized learning to students who need additional support and the monthly Student Recognition evenings with parents recognizing student excellence in academics, leadership, persistence, citizenship, and the arts. Other strengths that demonstrate the collaborative process include the following: how the LCAP is developed, how funds are allocated, and how on-site professional development is planned based on the needs of stakeholders. Additionally, a growing strength is the use of the school's website and social media accounts to increase systematic communication between the school and the many BCCHS families who live outside the school area.

There are three main areas of growth that BCCHS needs to focus on to continue the ongoing success: improve communication, address underperforming subgroups, and continue to grow our capacity to operate as both a district and a school.

A focus over the past year has been to improve the communication with all stakeholders. With the implementation of a quarterly parent newsletter (in both Spanish and English), the addition of new parent education programs (PIQE/FACTOR), and an updating of the school's website to increase communication between all stakeholders, parent engagement has definitely increased but still needs much improvement. The website provides parents with an accurate school calendar, access to online gradebooks (Aeries), and

other resources; however, the school needs to continue to provide ongoing training and support to teachers on the use of technology and the website.

In addition, the second area of growth is to more effectively address the educational needs of students who are behind in credits and have gaps in their academic and social skills. In particular, math has been a critical area that needs much improvement. Since almost 60% of the school population lives outside the school boundaries and attends via open enrollment, getting their records in a timely fashion has been a major hurdle in identifying their educational needs. While BCCHS has worked diligently to address the major subgroups who are underperforming, there is still much work to be accomplished. Ongoing professional development, collaboration time, and research-based best practices have been and will continue to be provided to teachers to improve instructional delivery. With rigor and student engagement in mind, BCCHS has adopted Charlotte Danielson's teaching framework as a guide to planning lessons to address the differentiation and needs of various learners. Furthermore, the Academic Senate has initiated Instructional Rounds using Danielson's teaching standards rubric to better assess the effectiveness of strategies being utilized for instruction and student engagement. Over time, all teachers will participate in Instructional Rounds.

Lastly, the school is addressing the daily operations as a single school district. While its charter status allows some autonomy for BCCHS, the LAUSD, as an oversight agency, adds another layer of compliance monitoring. In addition, state and federal guidelines place greater responsibilities on BCCHS site-based administrators compared to the responsibilities placed on site-based administrators at district comprehensive high schools.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Shared Decision Making process and collaboration
  - LCAP process
  - Academic Senate Meetings
- Facilities Improvement
  - Facilities committee
  - Ongoing modernization projects
- Funding Resources and allocation
  - Recipient of large supplemental and concentration funding
  - Technology resources
  - Professional Development opportunities
  - Instructional materials and supplies
  - Additional personnel support
- Intervention Program
  - Tier 1,2,3 Alternate Support

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Communication with stakeholders
  - Consistent Gradebook input
  - Communication between teachers and families
  - Increase parent engagement
- Instructional Focus for underperforming subgroups
  - Increase reclassification rate and SBAC achievement for English Language Learners
  - Increase SBAC achievement for Special Education students

- - o Provide additional academic support for African American students
- Improve math achievement for all students
  - o Increase number of students enrolled in higher level of mathematics
  - o Increase Math SBAC scores for all students
  - o Continue to provide ongoing instructional support for math teachers
  - o Provide additional tutorial support for students in Mathematics

CHAPTER 3: Self-Study Findings

CATEGORY B:
Standards-Based Student Learning: Curriculum

Category B Focus Group Members

Aracely Anaya	Elena Lopez
Elizabeth Angelini	Clarissa Lovegren
Alejandro Arellano	Steven Lueneburg
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Donald Boardingham	Oscar Melgar
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Debbie Brier	Bertie Molinaro
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Sanford Combs	Sarah Obloy
Roxana Cruz Reyes	Jesus Olmos
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Amanda Dresser	Amber Pentecost
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William Epps	Louis Ramirez
Deborah Epstein	David Riccardi
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Lisa Gazarian	Nancy Shattuck
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Kenneth Gunderson	Justin Stone
Kylen Hayes	Hazel Taghizadeh
Sandra Henry	Miguel Valencia Chipagua
Lindsay Humphrey	Rebecca Venegas
Christopher Iorio	Jordan Willis
Bernard Isiko	Randall Wydra
Mari Kono	Nancy Zazanis
Zachary Krug	Julie Zeller
Maricela Lomeli	Angela Zook

CATEGORY B:
Standards-Based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

Indicator 1.1: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

FINDINGS	SUPPORTING EVIDENCE
In the 2015-16 school year, BCCHS implemented a two-by-eight block schedule to address the needs of all students. The block schedule offers advanced and accelerated learning opportunities for highly capable students as well as skills and content support for all students in need of it. According to the research of Deuel, students learning in a block schedule had more meaningful relationships with teachers and showed increased achievement as determined by grades issued. Weekly professional collaboration time continues to be provided to all teachers with the block schedule. Teachers use this time to develop standards-based curricular pacing plans, examine student data and design instructional learning experiences to address the specific needs identified in that data.	• Block Bell Schedule • Master Schedule • Collaboration Time Calendar
BCCHS faculty regularly participates in professional development opportunities to ensure that BCCHS students are consistently engaged in rigorous standards-based classroom learning experiences that prepare them for their post-secondary endeavors. In the fall of 2014, BCCHS implemented the Direct Interactive Instruction (DII) model to: • promote lessons with clear learning targets • increase student engagement and responsibility • include frequent checks for understanding in daily instruction • Positively impact student achievement. This instructional model supports research conducted by Robert Marzano and others in which the use of clear and consistent feedback, engagement strategies, and intentional direct instruction are all cited as some of the most effective strategies to support student learning and increased	• DII Training Schedule • DII Follow-up Schedule • Common DII Lessons - by course

achievement. All BCCHS teachers receive initial DII training with follow-up sessions conducted by instructional coaches and also collaborate quarterly to develop common DII lessons to support their professional growth.

With the adoption of new California (CA) Content Standards in English Language Arts, Mathematics, and Science over the last several years, teachers in those content areas have received training for implementation of the CA ELA Common Core Standards, CA Mathematics Common Core Standards, and Next Generation Science Standards (NGSS) respectively. Additionally, all teachers were trained to implement the Common Core Literacy Standards into their content lessons to address the reading and writing skills of their students. All BCCHS faculty members receive professional development in the use of SDAIE strategies to support the achievement of English Learners (ELs) and, more recently, in the integration of English Language Development (ELD) standards into their content area instruction. Teachers who provide instruction to BCCHS English Learners (ELs) participate in annual summer institutes in which they receive training in the use of BCCHS' ELD curriculum, EDGE, as well as professional development to specifically support the achievement of ELs based on the work on Stephen Krashen, Kate Kinsella, and other ELD experts.

- CA ELA Common Core training agenda
- CA Mathematics Common Core training agenda
- Next Generation Science Standards training documentation
- Common Core Literacy Standards training agenda
- CA ELD Standards training agenda
- EL Summer Institute Agendas

To provide additional literacy skills support to all students, BCCHS implemented use of Achieve3000 in English classrooms in the 2015-16 school year. All English teachers received Achieve3000 training, and new teachers are trained within their first month of employment. Beginning in 2016-17, science and social studies teachers received Achieve3000 training to provide them with the knowledge and skills they need to integrate literacy support into those academic content areas.

- Achieve3000 Contract
- Achieve3000 Training Sign-in Sheets

Linda Darling-Hammond, a leading expert in the area of teacher development and retention, advocates for a well-designed system of support and mentoring for all new teachers. BCCHS teachers new to the profession are provided with that type of direct support in New Teacher Cadre for two years. New teachers receive professional development and classroom support from Instructional Coaches during weekly meetings and frequent classroom observations. The Instructional Coaches work to strengthen and broaden the instructional knowledge and expertise of new teachers by intentionally providing information regarding effective instructional strategies (DII and Marzano), lesson planning (DII), classroom management (DII), and student assessment (Marzano).

- New Teacher Cadre agendas
- New Teacher Cadre sign-in sheets

To ensure all BCCHS students are prepared to fulfill their 21st century college and/or career goals, intentional and appropriate integration of technology into classroom learning activities began in the 2014-15 school year. BCCHS adopted Google Apps for Education (GAFE), now Google Suite, and became a Google school in 2015-16. All teachers received training in Google tools, Nearpod, and digital citizenship in the classroom as well as an introduction to Flipped Learning presented by Catlin Tucker. BCCHS provides incentives to all teachers to participate in advanced professional development in the use of

- Google Training agenda
- Gmail Educator Accounts
- Nearpod Training agenda
- Nearpod Contract

Google Suite tools through Google's Educator Level 1 and Educator Level 2 certification programs. All BCCHS classrooms are equipped with LCD projectors and document cameras to facilitate effective integration of technology into classroom instruction, and students have access to desktop computers, laptops, or Chromebooks in all classes. Chromebook carts were installed in all English and math classrooms in the 2016-17 school year; additional carts were installed in all science, social studies, and world language classrooms in the 2017-18 school year; and elective teachers in classrooms in which desktop computers have not been installed have access to several shared Chromebook carts.	• Flipped Learning agenda and contract • Digital Citizenship Training documents • Google Certification MOUs • Chromebook purchase orders • Instructional Rounds logs

Academic and College- and Career-Readiness Standards for Each Area

Indicator 1.2: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

FINDINGS	SUPPORTING EVIDENCE
Providing rigorous standards-based classroom learning experiences for all students is a priority at BCCHS. To ensure that, curricula and assessments for courses in the content areas listed below are examined annually for their alignment with the appropriate California Standards. • English Language Arts • English Language Development • Mathematics • Science • Social Studies • World Languages • Physical Education • Health • Visual and Performing Arts Department members work to develop course outlines, course pacing plans, and common assessments that are designed to directly align with and monitor student mastery of California Content Standards. This work is completed during weekly professional collaboration time by course-alike teachers. Course-alike teams self-monitor pacing of curriculum through the delivery of common lessons, administration of common formative and summative assessments, and peer observation. Many departments use	• Course Outlines • Course Pacing Plans • Collaboration Time Calendar • Course-Alike Shared Documents • Course-Alike Formative/Summ ative Assessments • Course-Alike Common Lesson Plans

established systems such as Google sharing tools and Dropbox to share course-alike or department rubrics, assessments, and pacing plans as well as instructional strategies and activities to increase the learning and achievement of their students and to ensure that content standards are the foundation of all instructional planning and delivery. The English department has identified standards-based grade level texts to be read by all students in a particular grade level. The math department has developed common formative and summative assessments to be administered to all students enrolled in Pre-Algebra, Algebra 1, Geometry, and Algebra 2 classes. Course-alike teachers in the science department identify common labs that all students in a particular course will participate in, social studies teachers develop common projects and written assignments for students enrolled in a particular course, and world language teachers use specialized electronic programs and apps in both native and non-native speaker courses to assist students with language production and listening skills.

The California Career and Technical Education (CTE) Model Standards guide the curriculum and instructional delivery in the school's CTE classes. These standards are addressed in each CTE pathway course sequence spanning either two or three years. In each CTE course, teachers are in the process of aligning daily classroom instruction to the CTE Model Standards. Additionally, CTE teachers are working to integrate the Common Core Literacy Standards or CA Common Core Math Practice Standards into these pathways to ensure that students graduate ready for and with the knowledge and skills needed to be successful in both their college and career pursuits.

- CTE pathway sequences
- CTE course outlines
- Other course outlines in CTE sequences

The vast majority of BCCHS' courses align with one of the CSU/UC "a-g" requirements and have been approved as such by the University of California Office of the President (UCOP). These courses are updated and new courses are submitted for approval annually. All BCCHS courses approved as "d" science have met facility requirements for wet labs. BCCHS' official a-g course list can be viewed at https://hs-articulation.ucop.edu/agcourselist#/list/details/1021/ and can also be found in Appendix section.

- A-G approved courses list

BCCHS currently offers 18 Advanced Placement (AP) courses all of which have UCOP approval (see list below). These courses provide opportunities for all students to learn college level curriculum. All teachers currently teaching an AP course have attended a four-day course-specific AP training workshop and submitted their course syllabi to the College Board for approval.

- AP Art History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP English Language and Composition

- A-G approved courses list
- AP training documents
- AP course syllabi approval forms
- BCCHS master schedule

- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP French Language and Culture
- AP Government and Politics United States
- AP Physics 1
- AP Psychology
- AP Spanish Language and Culture
- AP Spanish Literature and Culture
- AP Statistics
- AP Studio Art
- AP United States History

BCCHS is considering adding AP Computer Science Principles, AP Computer Science, AP Physics C, and AP Music Theory to its curricular offerings within the next two school years.

BCCHS has contracted with three local community colleges to provide college level courses, taught by both community college instructors and BCCHS instructors, to all students. Nine of these courses are taught by BCCHS instructors as part of a CTE pathway. BCCHS has articulation agreements for these specific CTE courses that allow students to receive both college and high school credit for these courses. The remainder of the courses are taught by community college instructors, again, allowing students to receive both college and high school credit for the course. The curricula for these courses meet the department requirements of the community colleges, and the courses themselves are on the "a-g" approved lists of each particular community college. These courses provide students with additional opportunities to apply their academic skills to mastery of college level curricula.

- Articulation agreements
- BCCHS master schedule
- College course outlines

Congruence

Indicator 1.3: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

FINDINGS	SUPPORTING EVIDENCE
During the self-study process, BCCHS staff reviewed and discussed BCCHS' current Student Learner Outcomes (SLOs). In light of learning expectations in the current California Content Standards and 2016-17 student achievement data, BCCHS will maintain its current SLOs: ⊃ Critical Thinker	• BCCHS SLOs • Course pacing plans • Course assessments

⮑ Academic Achiever ⮑ Responsible Citizen ⮑ Effective Communicator These SLOs support student mastery of all content standards by emphasizing the importance of building students' abilities to think critically about any content being learned, communicate that learning in an effective and meaningful manner, and transfer the skills that support that learning to real world experiences in preparation for college and career. Teachers in all content areas continue to devise daily lesson plans that include learning activities to support students' development of these SLOs and student products that provide opportunities for students to demonstrate their progress toward these learning outcomes. Furthermore, teachers work individually and collaboratively to develop instructional sequences, learning activities, and content assessments specifically designed to measure student understanding of the concepts outlined in the appropriate content standards and the skills and outcomes described in the school's SLOs.	• Teacher lesson plans
Similarly, CTE teachers create both short- and long-term instructional sequences that incorporate the skills outlined in the Common Core Literacy and/or Math Practice Standards and the BCCHS SLOs to ensure that their specialized curriculum supports students' development of both knowledge and skills needed to be successful in their college and career pursuits.	• CTE course outlines • Teacher lesson plans

Integration Among Disciplines

Indicator 1.4: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: Evaluate to what extent there is integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

FINDINGS	SUPPORTING EVIDENCE
The self-study revealed several situations in which integration among disciplines is currently taking place. Achieve3000 is an electronic, reading comprehension tool that is used by 9th, 10th, and 11th grade teachers in the English department. To provide further support for students' developing literacy skills, both science and social studies teachers have begun using this tool and collaborating with English teachers to provide differentiated science- and social studies-appropriate text selections to students enrolled in their courses. Science and social studies teachers work to ensure that the texts selected are aligned to the CA content standards in their respective disciplines, and English teachers provide their colleagues with strategies to effectively teach students the literacy skills they will need to be successful in their college and career post-secondary endeavors.	• Achieve3000 student activity logs • Science lesson plans • Social studies lesson plans

FINDINGS	SUPPORTING EVIDENCE
CTE teachers have begun to collaborate with the core content area teachers in their career pathways to develop interdisciplinary projects that will support student mastery of both content and CTE standards. As these projects are developed, teachers will be challenged to develop rubrics that ensure that the integrity of both standards is kept intact while providing students with opportunities to use 21st century skills to actively explore and develop answers and/or solutions for real-world issues. The Next Generation Science Standards (NGSS) incorporate reasoning skills from both language arts and math courses and modeling used in math courses to help students improve their understanding of content and the application in ELA, math, and science courses. At BCCHS, science teachers have intentionally incorporated the Math Practice Standards into their pacing plans, daily lesson plans, and learning targets. By focusing on the connections between math and science, there is an increased likelihood that students will understand the content in each discipline at more in-depth levels. As evidenced by the examples above, only initial efforts to integrate content between some disciplines has been made. BCCHS has additional work to accomplish in the area of interdisciplinary integration to ensure students graduate as critical thinkers, academic achievers, responsible citizens who are effective communicators well equipped with college-ready transcripts, career-ready resumes, and portfolios of artifacts that demonstrate competence of 21st century skills.	• CTE pathway planning notes • CTE project descriptions • NGSS • Math Practice Standards • Science teacher lesson plans

Articulation and Follow-up Studies

Indicator 1.5: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

FINDINGS	SUPPORTING EVIDENCE
As a charter school, BCCHS does not have automatic access to student records of students living within its former attendance area. As a result, BCCHS uses a number of strategies to engage middle school students and parents in an effort to make them aware of the educational opportunities available at BCCHS. Staff teams regularly attend "High School Nights" at local middle schools to present information about BCCHS and answer questions regarding the school's curricula, student expectations, and extracurricular programs. Additionally, BCCHS schedules Open Enrollment Information Days during which prospective students and their parents can tour the school, obtain information about the school's educational programs, and complete	• Middle school "High School Night" calendar • Middle school recruitment slide presentation • Open Enrollment Information Day flyers and postcards

open enrollment applications and other documents. To ensure all students have equal access to BCCHS' programs, special education staff members assist middle school personnel to write transition IEPs that ensure students will experience a smooth transfer of services increasing the likelihood they will successfully master high school content and college- and career-ready standards.

BCCHS has established partnerships with four local community colleges (and is in the beginning stages of establishing a partnership with a fifth community college) to provide college level courses, taught by both community college instructors and BCCHS instructors, to all students. BCCHS' career counselor and CTE teachers and community college instructors have collaborated to create articulation agreements for these CTE courses allowing students to receive both college and high school credit. These partnerships, as well as the industry partnerships BCCHS has established, have also provided BCCHS students with access to numerous work-based learning activities such as:

- Pathway orientation days
- Field trips to community college campuses
- STEM week activities
- Community college lab facilities tours
- Entrepreneurship fairs
- Internship fairs
- Industry tours
- Guest speakers - community college instructors and industry experts

Similar partnerships have been established between specific departments at the local CSU campus and BCCHS' CTE staff. These partnerships provide the same benefits to students as described above.

College representatives from in-state and out-of-state universities regularly visit the BCCHS campus and meet with students and parents regarding admission requirements, the application process, and financial aid procedures. These representatives also provide assistance to the BCCHS' college advisors regarding application and admission for students with special circumstances and arranging college field trips. These field trips provide BCCHS students with real world experiences pertaining to college life and college admission requirements.

BCCHS students take a Senior Exit Survey prior to graduation. The survey provides BCCHS with specific information regarding senior students' post-graduation plans related to college admission, college attendance, military enlistment, and employment.

- Special education middle school visitation calendar

- Articulation agreements
- Work-based learning activity flyers and documents
- CSU field trip logs
- CTE projects

- College Center college and university visitation schedule
- College field trip logs

- Senior Exit Survey data

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

Indicator 2.1: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

FINDINGS	SUPPORTING EVIDENCE
All BCCHS students, at all ability levels and with varying interests, have access to a full range of college and career preparatory options through a wide selection of courses. • 81.4% eligible BCCHS courses are "a-g" approved • 18 AP courses currently offered • 11 BCCHS CTE pathway sequences focusing on exposure to basic skills needed for successful transition to careers in students' fields of interest • 9 CTE courses currently offered that are articulated with local community colleges for college credit • 9 community college courses currently offered that are not associated with CTE pathways - open to all junior and senior students • 21 Community College courses currently offered through BCCHS School for Accelerated Studies (SAS) Students meet with their academic counselors twice per year to discuss BCCHS course options and post-secondary decisions. These meetings provide students with the information needed to develop their Individualized Graduation Plans (IGPs) with input from their counselors, parents, and teachers. Special education case carriers provide information and support to ensure that a student's IGP is aligned to his/her IEP.	• A-G approved course list • Advanced Placement course list • BCCHS master schedule • Articulation agreements • SAS college course list • CTE pathways information documents • Academic counselor logs • Individualized Graduation Plans • CSU/UC A-G eligibility reports
The College and Career Center staff meet with freshmen and sophomores once per year during the spring semester to review PSAT results, to provide college admission information (e.g., "a-g" requirements), and to discuss results of career interest and aptitude surveys administered in the fall semester. College and Career Center staff meet with juniors at least twice per year to provide additional information and support regarding college and	• Academic Counselor logs • Individualized Graduation Plans • College and Career Center

| | Grade Level |
| career choices and with seniors during the fall semester, specifically to provide college application support.

BCCHS believes that parent involvement is critical to the success of its students. College information presentations and college application and financial aid support sessions are offered to both parents and students during evening grade level meetings multiple times each year. Parents and students are notified of these meetings via BCCHS website announcements, flyers mailed home, and ConnectEd phone messages. Parents also receive college admission and application information from the College and Career Center staff, academic counselors, and/or administrators several times each year at PTSA, School Site Council, and ELAC meetings. | Meeting schedule
• Transition plans

• College Information Nights agendas
• College Information Nights sign-in sheets
• Financial Information Nights agendas
• Financial Information Night sign-in sheets |

Accessibility of All Students to Curriculum

Indicator 2.2: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

,FINDINGS	SUPPORTING EVIDENCE
BCCHS offers opportunities throughout the year for students to discuss selection of meaningful and challenging courses with the guidance of counselors, teachers, and parents. Students meet with their counselors at least twice per year to review a-g requirements, total credits earned, and course options. In addition, BCCHS hosts several information nights and various college information presentations and planning workshops during both the fall and spring semesters. Most importantly, BCCHS' full-time college advisors and career counselor are available throughout the school year to discuss college and career options with students. BCCHS' robust course catalog includes: a-g approved courses, courses required for graduation, courses aligned with CA CTE standards, classes articulated with local community colleges, AP courses, and other community college classes. Teachers are working to integrate appropriate technology tools into classroom learning activities to provide BCCHS students with the opportunities they need to apply their learning using the technology tools they will encounter in future college and career contexts. All BCCHS classrooms are equipped with LCD projectors and document cameras to facilitate those activities, and students have access to a variety of digital	• Counselor logs • CTE pathways course list • AP course list • A-G course list • College information night agendas • College information • night sign-in sheets • Chromebook carts • LCD projectors • Document cameras

devices in all classes. As of the 2017-18 school year, Chromebook carts have been installed in all English, math, science, social studies, and world languages classrooms, school wide Google apps have been made available to teachers and students, and teachers are actively pursuing other digital resources to advance students' exposure to real-world problem-solving skills.

The English department curricula are designed to challenge students academically, fostering critical thinking, reading, writing, listening, and speaking skills, all of which ensure college and career readiness. Some of the instructional practices and/or activities implemented to facilitate the growth of the aforementioned skills and provide access to all students include think-pair-share, small group, large group, and whole class discussions, I Do-We Do-You Do activities, graphic organizers, sentence frames, Socratic seminars, back channeling, Achieve3000, Edge, on-demand writing, peer editing, chunking, annotating, scaffolding, and modeling. Each activity and/or practice is executed in accordance to SDAIE (Specially Designed Academic Instruction for English) and DII (Direct Interactive Instruction) strategies.

Teachers in the mathematics department use a variety of instructional strategies, methods, and practices to ensure access to all students. Some of those strategies include: guided notes, group work, pair share, common pacing, Khan Academy lessons, direct instruction via DII, Nearpod presentations/lessons, graphic organizers, interactive notebooks, foldables, Do-Nows and exit tickets, real world projects, discussions, group assessments, manipulatives, and word walls. Tutors, paraprofessionals, and/or bilingual aides are available in designated classes to ensure content is accessible to all students. Although the instructional strategies, methods, and practices vary from class to class, the goal is the same across the entire math department: make math content as accessible as possible to all students through a variety of instructional strategies, consistent monitoring, standards-aligned assessment, and effective feedback

One of the instructional practices of science teachers that facilitates access to curriculum is posting and referencing learning targets to focus students' attention to a subsection of the larger NGSS standard. Nearpod is also accessed by students individually (when a self-paced strategy is required) or in groups to facilitate collaboration and student understanding of content. Models are also incorporated in lessons (through POGIL and other media) to enable students an alternate pathway to gleaning meaning from content. The strategy of gradual release, embedded in the DII model, is widely used by teachers in the department. Academic language is also incorporated to connect students with real world phenomena. Graphing and analysis of data is incorporated with flowcharts to enable students to understand real world processes.

Effective use of instructional strategies is one of the many keys to success for students to grasp academic standards and learning targets in the social studies classroom. Use of technology and multimedia sources enables students to practice content in the academic standards providing access to all

- Google Suite agreement
- Nearpod school wide license agreement

- ELA curricular and pacing guides
- ELA teacher lesson plans

- Math curricular and pacing guides
- Math teacher lesson plans

- Science curricular and pacing guides
- Science teacher lesson plans

- Social Studies curricular and pacing guides

students. Some students create movie/movie trailer projects to demonstrate understanding of designated standards. Students also create maps using graphing skills to recognize the importance of geography in helping to create our different societies around the world today. Utilizing skills learned in math provides some students with a different path to accessing social studies content. Additionally, use of discussion/presentation strategies, e.g., Socratic seminar, simple oral explanation of a current event, provides some students with an alternate method to engaged with social studies content.	• Social Studies teacher lesson plans
In the world language department, a wide range of instructional strategies are used to facilitate access to the curriculum for students. Teachers use collaborative groups to insure students have an equal opportunity to participate and use the target language. In addition, teachers provide comprehensible language input and culturally relevant input so that students can relate to and be more engaged during the lesson. Teachers use audio presentations, music, videos, slide presentations, and visual aids to facilitate student access to the curriculum. Students are also provided with graphic organizers and target vocabulary to guide them during reading and provide support to complete written and spoken assignments.	• World language curricular and pacing guides • World language teacher lesson plans
Teachers in the fine arts department create lessons that are designed to work effectively for all learning modalities. Teachers support access to the curriculum for all students with a variety of visual aids including slide presentations, video clips, demonstrations, and other visual cues and manipulatives. Students are able to access the curriculum through a variety of learning modalities including visual, auditory and kinesthetic methods. More than any other content area, the fine arts department offers a varied and diverse curriculum that appeals to the multiple intelligences of today's learners.	• Fine Arts curricular and pacing guides • Fine Arts teacher lesson plans
CTE learning outcomes most often result in student production of artifacts of some kind. The curriculum includes a rigorous daily hands-on approach to acquiring understanding and skills relevant to a particular industry area. CTE teachers' instructional strategies that facilitate access to content include reviewing the standards and learning outcomes during the course of each lesson, creating diverse student groups, employing DII strategies to model, guide, and enable independent practice, modeling effective note-taking, using diagrams, rubrics, video tutorial, graphic organizers, and peer how-to demonstrations to provide variety in content delivery, infuse SDAIE strategies to facilitate English Learner understanding, and checking for understanding by having each student recite using complete sentences and appropriate academic language.	• CTE curricular and pacing guides • CTE teacher lesson plans
The physical education department utilizes modeling and direct interactive instruction to ensure access for all students. Partner, individual, and group practice of skills allow all students to participate fully in the practice of the skill while watching other students perform and improve upon the same skills.	• PE curricular and pacing guides • PE teacher lesson plans

FINDINGS	SUPPORTING EVIDENCE
Additionally, verbal explanation, along with the teachers performing the skill, allows all students to better understand how to properly perform the skill. The special education staff continues to implement the school-wide DII Strategies including: equity sticks, gradual release, and think-pair-share. In addition, teachers are using Google Classroom to provide students with greater access to agendas and classroom resources (such as assignments, links, assessments). In some math classes, tangible materials are used to provide better access for kinesthetic and visual learners. Teacher are also using thoughtful and targeted groupings of students (pairs, mixed abilities, mixed EL levels, IEP accommodations) Repetition, various graphic organizers, audio versions of literature are paired with printed text, modeling of tasks, and pair share strategies are utilized to ensure that the students not only receive the information but can explain it to a peer. Resource services are provided in both math and English (a general education teacher paired with a RSP teacher or paraprofessional) to provide access and support to students in the mastery of content standards. Additionally, BCCHS has a Community Based Instruction (CBI) program for students with moderate to severe disabilities. Teachers in these classes use Unique Learning System Curriculum to facilitate greater access to content and provide opportunities for students to go into the community to practice the social and problem solving skills. Counselors meet with students to develop and monitor an Individualized Graduation plan (IGP) where graduation and a-g requirements and post-secondary goals are discussed. These plans are designed to ensure each student has access to the courses and content necessary to fulfill the requirements to pursue his/her post-secondary goals.	• CBI curricular and pacing guides • Special Education teacher lesson plans • IEPs • IGPs

Student-Parent-Staff Collaboration

Indicator 2.3: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

FINDINGS	SUPPORTING EVIDENCE
Students meet with their academic counselors twice per year to develop and monitor their Individualized Graduation Plans (IGPs). Students, counselors, teachers, and parents all have input into these plans throughout students' four years in high school. Special education case carriers provide information and support to ensure that a student's IGP is aligned to his/her IEP. Freshmen are introduced to graduation and college admission requirements ("a-g" requirements) as well as the IGP during Freshman Orientation held in the summer prior to the beginning of their high school career.	• Academic counselor logs • Individualized Graduation Plans • CSU/UC A-G eligibility reports • Freshman Orientation daily agendas

BCCHS provides multiple opportunities for parents to interact with students' counselors, teachers, and other support personnel during events such as Back to School Night, Grade Level Information Nights, Grade Level College Information Nights, and parent-student conferences to support student achievement and gain information regarding post-secondary college and career opportunities. BCCHS encourages all parents to monitor their students' academic achievement and progress toward achieving the goals in the IGP by obtaining and consistently utilizing the Aeries Parent Portal. The number of parents requesting an Aeries parent account has consistently increased over the last several years.	• Back to School Night agendas • Back to School Night sign-in sheets • Grade Level Information Nights agendas • Grade Level Information Nights sign-in sheets • College Information Nights agendas • College Information Nights sign-in sheets • Aeries Parent Portal requests

Post High School Transitions

Indicator 2.4: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

FINDINGS	SUPPORTING EVIDENCE
BCCHS is committed to developing and implementing strategies, activities, and programs that support the successful transition of its students to their choice of post-secondary pursuits. To that end, BCCHS employs a number of staff who are specifically responsible for providing information and support to students regarding college admission requirements, the college application process, and career planning. The College and Career Center staff include three full-time staff members: one certificated College Advisor, one classified College Advisor, and one certificated Career Counselor. These staff members meet with students both individually and in groups, on a walk-in basis and during planned sessions. In addition, six certificated academic counselors help students plan an academic course of study that prepares them to pursue their chosen post-high school goals and then meet with them twice a year to monitor their progress toward those goals. BCCHS employs three other certificated staff to provide post-secondary planning support to specific groups of students: one Transition Advisor who provides additional college and career planning support to all students with IEPs, one Homeless and	• Personnel rosters • Academic counselor logs • Individual Graduation Plans • College and Career Center Grade Level Meeting schedule • Transition Plans • Career Interest and Aptitude Survey results • College application data

Foster Youth Liaison who provides services to that specialized population, and one Athletic Director who supports student athletes through the college athletic recruitment process. The College and Career Center staff meet with freshmen and sophomores once per year during the spring semester to review PSAT results, provide college admission information (e.g., "a-g" requirements), and discuss results of career interest and aptitude surveys administered in the fall semester. College and Career Center staff also meet with juniors at least twice per year to provide additional information and support regarding college and career choices and with seniors during the fall semester specifically to provide college application support.

BCCHS believes that parent involvement is critical to the success of its students. College information presentations and college application and financial aid support sessions are offered to both parents and students during evening grade level meetings multiple times each year. Parents and students are notified of these meetings via BCCHS website announcements, flyers mailed home, and ConnectEd phone messages. Parents also receive college admission and application information from the College and Career Center staff, academic counselors and/or administrators several times each year as well as at PTSA, School Site Council, and ELAC meetings.

Eighty-three percent of BCCHS students live with parents who do not have a college education. These students need to have multiple real-world experiences related to college and career in order to successfully and meaningfully participate in their own post-secondary planning. BCCHS annually plans and hosts both a College Fair and a Career Day. These events provide students with the opportunity to interact directly with college admissions representatives and alumni as well as professionals from a number of different career fields. The College and Career Center hosts onsite, school day information sessions with local and out-of-state college and university admissions officers for (mostly) juniors and seniors throughout the school year. BCCHS also offers opportunities for all students to attend both single day and multi-day field trips to various colleges throughout the year and plans to expand these activities to include parents in the 2018-19 school year. While the number of students participating in these college trips annually has increased over the last several years, BCCHS is committed to ensuring that all students visit a college campus once per year. The 2018-19 budget and LCAP reflects this intent.

- College Information Night agendas and sign-in sheets
- Financial Information Night agendas and sign-in sheets
- Parent meeting (PTSA, SSC, ELAC) agendas
- College Fair agenda and student passports
- Career Day agenda and sign-in sheets
- College and Career Center University Admissions Officer visitation schedule
- Offsite College Visit schedule
- Offsite College Visit student attendance rosters
- BCCHS LCAP

ACS WASC Category B. Standards-based Student Learning: Curriculum

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical student learning needs)

BCCHS' vision is to "create opportunities for all students." BCCHS' curricular programs are designed to align with that vision and provide access and support to all students. Curricula in all content areas have been aligned to current standards: CA ELA Common Core, CA Math Common Core, NGSS, CA Social Studies Standards, ACTFL (foreign language) Standards, CA Physical Education Standards, CA Visual and Performing Arts Standards, CTE Model Standards. The school is committed to providing professional development and growth opportunities to all teachers to ensure that the learning experiences of students are rigorous, grounded in real-world issues and problems, and incorporate technology in meaningful ways. The school's structures and processes provide intentional opportunities for students to participate in creating their four-year course-of-study to support development of their college and career readiness and, thus, their post-secondary goals.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Dedicated weekly collaboration time continues to be part of the school's commitment to professional development and growth opportunities for teachers
- Direct Interactive Instruction (DII) has been implemented to provide coherent lessons, increase student engagement, and responsibility, intentionally include formative assessment in daily instruction and positively impact student achievement
- All courses are aligned to appropriate CA or national content, performance, or CTE standards
- Student data is systematically collected and/or analyzed on a regular basis by all certificated staff and used to make curricular adjustments and decisions
- BCCHS implemented use of Achieve3000 in all English classrooms in the 2015-16 school year. Science and social studies teachers received Achieve3000 training in 2016-17 to provide access to student in other content areas
- Google Suite has been implemented school wide to effectively integrate technology into teaching and learning
- All classrooms are equipped with LCD projectors and document cameras, and students have access to desktop computers, laptops, or Chromebooks in all classes
- 81% of BCCHS' eligible courses are "a-g" approved
- All 18 Advanced Placement (AP) courses, with "a-g" approval, are currently being offered
- BCCHS has contracted with four local community colleges to provide college level courses, taught by both community college instructors and BCCHS instructors, to all students.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Continue implementation of Next Generation Science Standards in all science courses to reflect changes in science curricula and to provide support to mastery of Math Practice Standards including
  - Teacher training
  - Development of formative assessments
  - Development of science course curricula and sequence
- Create metrics to determine the effectiveness of BCCHS' educational programs and curricula with respect to preparation of, particularly students in identified subgroups, for post-secondary college and career choices
- Further develop interdisciplinary lessons and projects that integrate standards from two or more content areas and/or integrate academic and career technical education standards to provide cross-curricular connections and greater access to all students

CHAPTER 3: Self-Study Findings

CATEGORY C:
Standards-Based Student Learning: Instruction

Category C Focus Group Members

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Ruby Flinn	Carol Ross
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Josue Herrarte	Andrew Williams
Dan Horwitz	Michele Wydra
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CATEGORY C:
Standards-Based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

Indicator 1.1: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

FINDINGS	SUPPORTING EVIDENCE
Individually and in department groups, BCCHS teachers utilize data from SBAC scores, ICA scores, PSAT scores, EADMS, Achieve3000, and classroom assessments to create meaningful and rigorous learning experiences that address students' identified areas of strength as well as their learning gaps. This collective data analysis process has produced a common understanding of student strengths and weaknesses among teachers in the same department. Strong collaborative partnerships among course-alike teachers have led to the development of course pacing plans aligned to the corresponding CA content standards. Some course-alike teams create common standards-based lessons and assessments to ensure all students' learning environments are equally rigorous and student expectations are set at equal levels in all classrooms. During the summer months, many course-alike teachers revisit the pacing plans to refine and adjust the course materials based upon student needs, CA standards, and SLOs. This process helps teachers stay current and ensures that the materials used by student are up-to-date and at appropriately challenging levels.	• SBAC ELA scores • SBAC Math scores • ICA ELA scores • ICA Math scores • PSAT scores • EADMS scores • Achieve3000 student activity logs • Course pacing plans • Course common lessons • Course common assessments
Direct Interactive Instruction (DII), a research based instructional model, was adopted by BCCHS in the 2014-15 school year to ensure that quality, rigorous instruction was being effectively implemented in all classrooms. Instructional coaches provide support to all teachers in effectively using DII strategies, and new teachers are provided intensive support for their first two years (through new teacher cadre) to ensure that all students, including students whose teachers are new to the profession, are involved in challenging and relevant classroom work.	• DII Model • DII- sign in sheets • DII co-plan/Co-teach sign-in sheets • Cadre Agendas and Sign-Ins

FINDINGS	SUPPORTING EVIDENCE
At BCCHS, the evaluation process supports the implementation of DII and the commitment to provide students with rigorous and relevant learning opportunities. All teachers are equitably evaluated using the CSTP rubric which clearly identifies effective teaching practices. The evaluation process at BCCHS is designed to foster professional growth in using the instructional skills needed to provide all students access to challenging and relevant learning experiences.	• California Standards for the Teaching Profession • CSTP rubric
BCCHS has created several programs/pathways for advanced students to accelerate through the curriculum required for graduation and college acceptance. Many of these opportunities include enrollment in college-level courses that are naturally rigorous for high school students. Increased enrollment in these pathways over the last several years is evidence of larger numbers of BCCHS students engaging in challenging and relevant coursework. Additionally, BCCHS has significantly increased AP enrollment and AP course offerings to better serve its diverse student body. Since 2012, AP enrollment has increased from 981 students to 1281 students resulting in 24.7% of all students being enrolled in at least one AP course. This information indicates, again, that increased numbers of BCCHS students are engaged in rigorous and relevant coursework.	• BCCHS master schedule • AP rosters • Community college course Rosters
Across all academic departments student work is displayed within each individual teacher's classroom to showcase student growth and mastery of rigorous standards-aligned content. In many teachers' classrooms, rubrics and academic standards accompany the posting of student work to consistently provide students with learning target expectations. Courses receiving a-g approval must meet rigorous expectations established by UCOP (University of California Office of the President). Students who successfully complete the a-g requirements, therefore, produce assignments and projects that demonstrate high level critical thinking skills. In the 2012-13 school year, only 10.5% of BCCHS graduates met a-g requirements; however, this number has increased dramatically to 49.3% in 2016 indicating greater numbers of students are engaged in challenging and relevant coursework and have more access to a-g courses.	• Student work samples (with rubric/standard) • BCCHS A-G course list

Student Understanding of Learning Expectations

Indicator 1.2: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

FINDINGS	SUPPORTING EVIDENCE
BCCHS implemented the systematic school wide use of learning targets, check for understanding strategies, and feedback to students during the 2013-14 school year. These strategies were instituted to support sustained student learning, increased student achievement, and greater student	

responsibility for learning. For greater accessibility, learning targets are posted throughout classrooms.	
Students at BCCHS are made aware of the standards to be mastered in a particular course as well as the performance level expectations in several different ways. Teachers distribute course syllabi, which outline the standards to be taught/learned and learning expectations, to students in all classes at the beginning of the school year. These syllabi function as a reference that students can use to measure their learning throughout the year.	• Course syllabi

In addition, with the implementation of the DII instructional model, BCCHS instituted a school wide system that ensures both teachers and students are clear about standards and expectations for student learning in every class, every day. Teachers plan lessons by deconstructing relevant CA Content Standards and creating measurable learning targets which are then posted in the classroom along with the standard and the day's agenda. Teachers introduce the learning target at the beginning of every class to ensure that students understand both what they should know and be able to do by the end of the lesson and how they will know that they have achieved the learning target. Teachers and students regularly revisit the learning target during the lesson to ensure student understanding of learning expectations and mark student progress toward meeting those expectations. This practice serves as an opportunity for the teacher to connect the purpose of the next activity to the learning target and explain how the activity will support continued student success toward mastery of the learning target. Learning targets build on each other during the course of a unit, semester, or year to provide a pathway or roadmap to mastery of the course's standards.	• Classroom whiteboard configuration
	  o Standard
	  o Learning target
	  o Agenda
	• Course pacing plan

Along with course syllabi and learning targets, students are made aware of course standards and learning expectations through the use of rubrics and teacher feedback. During the development of standards-based lesson plans, teachers design learning tasks and activities that are directly connected to the identified learning targets. Students are provided with rubrics for student work so expectations are clear. As students make progress toward mastery of the learning target, teachers provide specific, timely feedback to give students the opportunity to correct their understanding and work during the learning process. This often takes the form of teachers providing verbal or written feedback or correction as students work individually or in groups.	• Rubrics • Classroom observations

Differentiation of Instruction

Indicator 1.3: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

FINDINGS	SUPPORTING EVIDENCE
In order to better address all students, in particular the EL and SWD populations, teachers have engaged in professional development on the use of Direct Interactive Instruction (DII), Universally Designed Learning (UDL) and differentiation, and SDAIE strategies. BCCHS has also provided training in the use of Google Classroom, Google Suite, and other apps appropriate to classroom instruction, such as Nearpod. While these tools have been introduced fairly recently, they can be an effective way of addressing differentiation because unlike using slide presentations for input, Nearpod, for example, allows students to go at their own pace and review material as needed. Additionally, many of these tools incorporates activities that allow teachers to more effectively check for understanding. Furthermore, Nearpod allows students to take ownership of their learning by reviewing the day's lesson or completing missed work at home if they were unable to do so during school hours. This differentiation has provided many of our EL and special education students more time, deeper access to the content, and greater connection to the materials through visual presentations.	• Google Classroom • Google certifications • Professional development sign-in sheets and agenda
In addition, many staff members have become Google certified supporting the more effective integration of Chromebooks into classroom instruction. BCCHS also adopted the use of Achieve3000 in English classrooms to improve literacy. This program differentiates reading material to students' Lexile levels which provides greater access to the content while improving reading comprehension skills. Social studies and science teachers have recently begun to utilize this program within their respective courses.	• MOU regarding Google certification • Classroom Chromebook carts • Software and apps
The implementation of these strategies and technologies has led to improved student outcomes. This can be seen in: • Improved SBAC achievement: the percentage of students meeting or exceeding the ELA standards has increased from 42% in 2014-15 to 62% in 2016-17 and in math from 13% to 25% respectively. • Increased EL reclassification rate: from 8% in 2012-13 to 19% in 2016-17. • Increased graduation rate: from 85.4% in 2012-13 to 93.8% 2016-17 In addition to these improvements, BCCHS has exceeded the State average for African Americans (85.4% graduating versus 74% for the state), Students with Disabilities (80.4% versus 66.1%) and English Language Learners (81.7% versus 72.6%). Likewise, BCCHS' dropout rate for African-American students of 9.8% is below the state's 15.9%.	• BCCHS Dashboard data • BCCHS Dashboard data

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Indicator 2.1: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

FINDINGS	SUPPORTING EVIDENCE
Teachers at BCCHS recognize that in order for students to become college and career ready, instruction must be engaging and emphasize higher order thinking skills. Starting in 2014, all teachers were trained in the use of Direct Interactive Instruction (DII) for implementation as the primary instructional model at BCCHS. In addition, faculty have been trained in Tiered Vocabulary to help build students' use and understanding of academic vocabulary. BCCHS also became a Google School in 2015. As part of this effort, several teachers worked as part of a pilot program to incorporate Google Classroom into their classrooms before Chromebook carts were placed in all English and Math classrooms. In the 2017-18 school year, carts were also placed in all Social Studies and Science classrooms to provide greater access for all students. These computers are used regularly in classrooms to complete assignments on Google Classroom, allow students to collaborate using Google and other digital tools, provide opportunities for students to improve their Lexile levels with Achieve3000, or participate in student-paced instruction on Nearpod. All teachers are provided with access to an LCD projector, computer, document camera, and screen. Many classrooms also have SMART boards or SMART projectors to provide interactive digital learning experiences to students. BCCHS continues to take steps to increase technological access school wide. Further, teachers have been trained in the implementation of California Standards. All AP teachers have attended training in their courses. The intent for the continued training is to help support teachers so that they continue to provide students with the highest level of academic rigor. The English Department utilizes technology in a variety of ways in an effort to enhance instruction. Programs like Achieve3000 and MY NG Connect are used to differentiate reading, giving students access to texts that are in their zone of proximal development. Google Classroom, Google Docs, Google Forms, and Google Slides provide a platform for students to communicate their thoughts and share ideas, receive important information/feedback, peer	- Nearpod - Kahoot - Khan Academy - Chromebook carts - LCD projectors - Google Classroom - Campus-wide WiFi - Achieve3000 - Smart boards/projectors 3d printers - Document cameras - Graphing calculators - Google certification - DII training logs - CA content standards training documents - ELA teacher lesson plans

edit, and exercise their creativity, all while developing writing and interpersonal skills. Class Dojo is used to shape behavior and build a positive classroom environment. Spiral and Nearpod are used to deliver interactive instruction with built-in checks for understanding. YouTube clips and TED Talks are integrated to engage students with visuals and improve their listening skills.

As a department, the majority of math teachers, utilize Google Classroom and the shared Math Department Google Drive. Google Classroom is used for posting assignments, notes, exit tickets, assessments, etc. Many teachers also use Chromobooks to utilize Nearpod, Khan Academy, Kuta software, Desmos, PowerPoint, EADMS, Quizlet, and YouTube during daily instruction. Additional technology tools include document cameras, LCD projectors, graphing calculators, SmartBoards, and Kahoot. Several of these technologies, such as Khan Academy, not only show an alternate way to work through problems, but also allow math teachers to check for understanding and monitor student progress. EADMS provides a platform for math teachers to create assessments that are aligned with Ca Common Core Math Standards. Desmos can be used as a hands-on teaching tool for discovery activities and as an online graphing calculator similar to the one provided on the SBAC exam. All of these technologies allow math teachers to present material so students have multiple opportunities to learn math concepts and skills.

- Math teacher lesson plans

The Science Department uses various multimedia and other technology to deliver curriculum. Virtual labs and simulations are used along with real laboratory experiences as is Nearpod and Google Classroom. Google Classroom enables communication between students and allows access to the content in multiple modes (video and text) to further differentiate instruction and promote life and business skills. It also enables absent students to stay connected to the class. The ability to use these strategies is facilitated by the presence of Chromebook carts in each Science classroom.

- Science teacher lesson plans

With the implementation of Google Classroom throughout the social science department, teachers are able to ensure all students are aware of the daily learning target. Social studies teachers also use slide presentations, short video or audio clips, digital maps, and digital political cartoons to increase student engagement and support development of 21st century skills.

- Social studies teacher lesson plans

World language teachers use Google Classroom to create and post assignments for students. All students have access to computers (Chromebooks carts are in all foreign language classrooms) and are able to use Google Slides to create presentations, Google Docs to create written responses in the target language, and Google Drive to save and share their files. Students are also able to access their online textbooks and other digital resources during class time. Teachers use Duolingo to provide students with opportunities to practice using the target language; students use Kahoot to review material; other teachers allow their students to use the website Conjuguemos.com to practice conjugating verbs in different tenses. All

- World language teacher lesson plans

teachers have an LCD projector that they utilize to show videos and material related to their language class.

Teachers in the fine arts department have implemented technology in a manner that is consistent with each distinctive pathway. Specifically, the integration of technology is progressive as the student moves through the pathway toward higher-level capstone courses. Some examples of the integration of technology within the fine arts department are the use of stage lighting, sound equipment, scriptwriting software, music creation platforms, digital animation, drawing, imagery, and photography. In addition, many teachers also use Google Classroom and Google Suite to provide students with greater access to guided practice, demonstrations of technique, and other resources as well as access to materials and content on a continuous basis.

- Fine Arts teacher lesson plans

CTE teachers use Google Classroom to enable student creation, collaboration, and sharing of assigned tasks, as well as various software including Kahoot and Nearpod to create and interact with content. Online curriculum, e.g., Paxton Patterson for medical science classes, JasperActive, and approved Microsoft technology curriculum for lab work and computer skill-building, is available to students enrolled in those particular courses. Teachers model the appropriate use of technological tools and equipment and support student progress through guided and independent practice using technology. Teachers use data projection, digital simulations, computer labs, Chromebooks, and the internet in their daily lessons.

- CTE teacher lesson plans

The Physical Education Department utilizes the Nike Run App which allows students to track their mile run times to assist in improving cardiovascular endurance. Additionally, PE teachers utilize media (video projection and sound) such as P90X and Hip Hop Abs which allow students to view professionals demonstrating physical movement as they follow a progression of fitness/cardiovascular exercises to increase physical fitness and cardiovascular endurance.

- PE teacher lesson plans

Some SDC teachers utilize Chromebooks in research and discussion based activities that ensure students have access to content and information that will benefit them both with content standards and post-high school pursuits. Other teachers use Chromebooks to do extension activities or provide engaging ways for students to access the curriculum using apps such as: Padlet, YouTube, Google Suite, Kahoot, Nearpod, and Quizlet. Some classrooms also have SMART boards which allow students to have an interactive way to complete their assignments. Many teachers use Google Classroom to post agendas, assignments, assessments, and other resources for students to use in class and at home. Ninth, tenth, and eleventh grade ELA classes also utilize a program called Achieve3000, which is described as "differentiated instruction to provide engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education, adult learning, workforce readiness, and other

- SDC teacher lesson plans

FINDINGS	SUPPORTING EVIDENCE
instructional models." For some non-verbal students, iPads and specific apps are used to allow students to demonstrate understanding. The counseling department utilizes technology to log notes in Aeries such as counseling interventions, academic meetings a-g/graduation checks, psychosocial counseling, and parent phone calls or conferences. Counselors often email students, parents, and teachers to increase communication and provide assistance. The career counselor helps students use websites to obtain current information regarding jobs, careers, and other post-high school options in the Work Experience classes. Some counselors use the Remind app to communicate with students and parents. Slide presentations are often used to teach students and parents about Birmingham graduation and a-g requirements. The SAS advisor uses community college portals to enroll students in college classes as well as websites such as Assist.org or UC Doorways to promote student knowledge of the IGETC and a-g requirements.	• Counselor documentation • Parent meeting slide presentations

Teachers as Coaches

Indicator 2.2: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

FINDINGS	SUPPORTING EVIDENCE
BCCHS teachers use various means to facilitate learning including: equitable questioning strategies, guided practice, structured practice, independent practice, project-based learning, and other non-didactic techniques to engage students in autonomous learning. Using gradual release models, teachers shift from guided to independent practice to allow students to take responsibility for their learning, with teachers as a coach rather than a lecturer. BCCHS has made a concerted effort to minimize teacher talk and increase student talk to better cognitively engage students. A large part of this effort has been the implementation of DII as its instructional components incorporate gradual release and, therefore, allow students to take ownership of their learning while the teacher monitors and coaches. Some teachers have created flipped learning environments which enable class time to be spent on more rigorous activities and allow students to acquire basic content outside of class using technology such as Nearpod, YouTube, Google, etc.	• DII training documentation • Teacher lesson plans
Currently BCCHS is in the initial stages of implementing Universal Design for Learning (UDL), which allows teachers to proactively create an engaging environment and content that is accessible to all student learners. In a UDL classroom, teachers take on the role of coach while students guide their own learning through structured choice. For example, a student may have several options available to demonstrate mastery of a content standard, such as writing an essay, making an oral presentation, or developing a visual	• UDL training • Instructional Coaches • CSUN CTL contract

representation of the learning target. This has created a student-centered culture within classrooms.	• Instructional Rounds data • Classroom observations

Examination of Student Work

Indicator 2.3: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

FINDINGS	SUPPORTING EVIDENCE
BCCHS administration encourages and supports school programs that promote the ability of all students to organize, access and apply knowledge; provide academic tools to gather and create knowledge; as well as opportunities to use these tools to research, inquire, discover, invent and communicate new knowledge. The administration actively reaches out to stakeholders to solicit new innovative programs that promote student achievement, modify existing programs to improve such as building on UDL strategies from DII practices, and examine resources to provide data driven professional development for the staff.	
Counselors monitor all students' grades, test scores, and prerequisites from 9th through 11th grade for class placement as they move up each grade level. Students are encouraged to take a rigorous schedule based upon their personal capabilities and goals. Freshmen receive a week-long intensive orientation before the school year begins to help them successfully transition from middle school to high school and develop a four-year plan that includes graduation requirements, extracurricular opportunities, and development of study skills. Sophomores also participate in a summer orientation to monitor their four-year plan and increase their awareness of requirements to become college and career ready. Throughout the year, sophomores are given a-g information, college/career exploration activities, and college tour opportunities. Juniors and seniors are strongly encouraged to take the SAT and/or ACT tests while exploring career and post-secondary programs. Counselors work with seniors to assist them with college applications and financial aid (FAFSA). The counseling department works with every student to challenge him/her to take advantage of opportunities to maximize his/her potential.	• Counselor logs • IGPs • Freshman Orientation daily agendas • Sophomore Orientation daily agendas • College Center grade level annual calendar
Students in English classes generally complete research papers utilizing Chromebooks and search engines that require MLA format in the final paper. Available technology has allowed students to apply 21st century skills to the	• ELA teacher lesson plans

organization, editing, and presentation of their writing products. Technology also allows students to provide feedback to their peers by making comments on shared peer work via Google Docs. Regular use of academic language is a common practice in English classes. Socratic seminars, slide presentations, in-class debates, and group discussion/presentations further engage students to use higher cognitive skills while using academic language. Performance tasks are given in each grade level; 9th and 10th grade students complete ICAs while 11th grade students practice SBAC-like assessments from EADMS (an online assessment tool). Additionally, all students have access to Achieve3000, an online library comprised of nonfiction informational articles available at multiple Lexile levels. The use of Google Classroom has allowed students to record information, process ideas, and make connections in real time.

- Classroom observations
- Achieve3000 reports

All BCCHS students are required to take MDPT, a diagnostic math placement test, to ensure they are placed in the correct math course. Once appropriately placed, math students participate in performance tasks in which they are required to synthesize multiple concepts. Through these tasks, students apply math content and skills to contextual, real life situations which supports the development of their critical thinking skills. With support from CSUN (California State University, Northridge) Center of Learning, math teachers have gained deeper understanding of the eight Math Practice Standards, differentiated instruction, and effective instructional strategies. As a result, math teachers have begun to utilize open-ended investigation learning experiences to further support the development of critical thinking. All performance assessments place emphasis the process rather than the solution by asking students to explain and justify their solution to a problem.

- MDPT results
- Math teacher lesson plans
- Classroom observations

Science students participate in hands-on labs and keep notes of analysis of lab data and make general conclusions from the labs. All science teachers promote note-taking skills, and students are frequently asked to refer back to notes they have taken and the work they have completed in order to research, inquire, discover new ideas, and invent knowledge on their own. In physical science courses in particular, students are asked to apply math skills and content to science content, increasing their awareness of connection to real world issues and resulting in higher student interest and understanding.

- Science teacher lesson plans
- Classroom observations

Social studies students take part in spiraled activities that culminate in projects and activities in which students communicate their findings. All students are expected to demonstrate understanding beyond recall by synthesizing facts, defending original theories, and examining historical documents within literary and historical context. Group activities and projects in all social studies classes promote both formal communication and informal social skills.

- Social studies teacher lesson plans
- Classroom observations

Students enrolled in world language courses complete assignments that allow them to demonstrate their knowledge and understanding of the content in a personally meaningful way. Students apply writing, speaking, listening, and reading in the target language and gain proficiency and mastery as they compose poems, write creative stories, and create booklets about their families. Students also sing songs in the target language while reading the

- World language teacher lesson plans
- Classroom observations

FINDINGS	SUPPORTING EVIDENCE
lyrics and underlining the verb usage, as well as, circling grammar conjugations. Each unit includes an oral or written performance task where students demonstrate their mastery of the language goal.

BCCHS has a strong fine arts department with many different courses for students to consider. Performance-based activities and projects allow students to investigate, research, gather, and reference information in a very personal way. The process of completing performance-based activities/projects leads to self-discovery, and students are given multiple opportunities to present, perform, and showcase their abilities.

All CTE courses are organized to allow students to gain primary knowledge and skills of a particular industry sector and then apply that knowledge and skills at higher cognitive levels during extend learning opportunities. | • Fine arts student products

• CTE course curriculum guides |

Indicator 2.4: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

FINDINGS	SUPPORTING EVIDENCE
BCCHS teachers are expected to engage students in activities that demonstrate higher level thinking and problem solving skills within a variety of instructional settings. The staff has received introductory information pertaining to the four levels of Depth of Knowledge (DOK). All teachers are encouraged to provide spiraled lessons that achieve a DOK level of 3 are better. All teachers have also been exposed to professional development regarding the implementation and use of technology.

Counselors monitor all student grades, test scores, and prerequisites from 9th through 11th grade for class placement the following year. Students are encouraged to take a rigorous schedule based on their personal capabilities and goals. Freshmen begin to develop a 4-year high school plan during Freshman Orientation. Sophomores are exposed to college and career options on a deeper level and participate in a review of their 4-year plan, including progress toward graduation and a-g requirements. Juniors continue to develop their college and career readiness and outline their post-high school plans. Seniors participate in a Senior Survey and discuss with their counselors post high school plans, including the need for assistance with college and career decisions. All juniors and seniors are encouraged to practice answering test questions and then take the SAT and/or ACT, as well as explore career options.

The Unique Learning System is an online curriculum for students on an alternate curriculum that is aligned to Common Core Standards. The material is differentiated to meet the cognitive and literacy levels of students with | • DOK training documents

• Freshman Orientation agendas
• Senior Survey

• Unique Learning System |

moderate to severe disabilities while retaining age appropriate material and critical thinking skills.	
In world language classes, students constantly engage in activities that connect the target language to their native language. For instance, they make use of cognates and their prior knowledge to understand grammatical structures in the target language. This process requires higher level thinking and problem solving skills. Students are explicitly taught to collaborate in groups in which group members are assigned to complement each other's skills and learning styles to support high levels of thinking by all students.	• World language pacing plans
Students enrolled in English Language Arts classes demonstrate higher level thinking and problem solving skills regularly. Students examine sample student work and critique these samples using rubrics and criteria checklists provided by teachers. As a result, all students are made aware of learning targets and student work expectations. Peer editing activities provide students with opportunities to use higher level thinking and problem solving skills as they examine the work of other students in light of the rubric and provide meaningful feedback for correction.	• ELA pacing plans
Students are required to demonstrate higher level thinking and problem solving skills in all fine arts courses within a variety of instructional settings. All classes are performance based and instill layered activities and/or projects that culminate in a performance, or work of art. Students are encouraged to collaborate and critique ideas regarding musical pieces, acting performances, or works of art. These activities lead to the development of visual and auditory problem solving skills, and a sense of self-discovery.	• Fine Arts pacing plans
Social studies students participate in small-group discussions and analyze historical trends in history courses. Students also participate in layered reflective activities to illustrate larger historical trends, i.e. industrialization or cause and effect of global wars.	• Social studies pacing plans
In math and science courses, students regularly apply the knowledge and skills they have learned to new, real world problems or issues. Students may participate in these activities individually or in small groups, but in either case, the student work produced reflects extended thinking and connections between concepts.	• Math pacing plans • Science pacing plans

Indicator 2.5: Students use technology to support their learning.

C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.

FINDINGS	SUPPORTING EVIDENCE
Implementation of technology in the classroom has been a major focus for the past two years. This focus is demonstrated by the introduction of Chromebooks in all core academic classrooms, the creation and use of Gmail accounts for all students and staff, and the incorporation of Google Apps for Education (now Google Suite) into classrooms. BCCHS has made great strides toward providing students with greater access to technology while at school. In addition to the classroom Chromebook carts indicated above, there are currently 13 technology labs school wide to provide all students more equitable access to technology in all courses. Consistent use of the tools associated with Google Suite provides students with opportunities to work collaboratively and independently to strengthen their critical thinking skills and meaningfully apply their knowledge to real world issues. In many courses, students utilize Google Classroom to complete assignments, engage in differentiated learning, access supplemental digital supports, and assess understanding of the content. Use of Microsoft Suite tools is also taught to students enrolled in the Computer Literacy course to prepare them to use the technology tools they will encounter in their post-secondary education and careers. The Gmail accounts provided to all students and staff have created an additional means to ensure that all students acquire 21st century communication and collaboration skills.	• School wide computer labs • Chromebook carts • Google Classroom • Microsoft licenses
Students are using technology to demonstrate mastery of content standards by creating finished products that illustrate student understanding of concepts. For example, students create products using Photoshop in Digital Media classes to demonstrate their mastery of particular skills required in Photoshop. In the Engineering pathway courses, students use CAD software to design buildings, for example, according to specifications and requirements taught in the course. In other academic courses, students use technology to produce slide presentations, participate in lab simulations, collaborate and produce written products, practice skills, apply learned skills and content to new real world situations and issues, direct their own learning, and reflect on and assess their learning. BCCHS teachers are continuing to explore effective ways for students to use a variety of technology tools to increase their understanding of standards-based academic content and demonstrate master of such.	• Student work • Teacher lesson plans • CTE curricular guides

Indicator 2.6: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

FINDINGS	SUPPORTING EVIDENCE
Students access course-related information in a variety of ways other than textbooks. Access to Chromebooks, laptops, and desktops makes it easy for students to utilize digital and online learning materials, either at the direction of their teachers or on their own. In core classes, teachers provide students with access to a number of materials and resources other than their textbooks including: primary source documents and artifacts, secondary source documents and artifacts, digital and interactive maps, audio clips, interactive digital text, simulations and computer models, virtual field trips, and other digital apps to develop their critical thinking and problem solving skills with non-traditional learning experiences. The implementation of UDL encourages teachers to use multimodal teaching strategies to provide access to the curriculum and choice for all students.	• Chromebook carts • Realia • Nearpod virtual field trips • Simulation activities • Google Earth • Google Suite • Teacher lesson plans
Additionally, teachers bring guest speakers and content experts into the classroom in person and virtually. In many CTE pathway courses, teachers invite guest speakers and industry experts to interact with pathway students regarding industry requirements, trends, and content and arrange for students to attend industry-related field trips and special events to provide them with real world exposure to careers and activities within a particular industry field. BCCHS students have attended film festivals, GIS Day, industry competitions, and other exhibitions to make real world connections between what they are learning in the classroom and what they experience in the workplace. Additionally, students in all courses, CTE and non-CTE, participate in field trips to local organizations, e.g., museums, to provide information and background about the content they are learning in the classroom and to local colleges to provide them with information regarding the college application process and campus life. On these excursions, students gain experience with soft skills such as professional comportment, strong communication and networking skills, timeliness and organization, taking initiative, and exposure to the technology skills they need to be college and career ready. In some cases, these experiences result in extended learning opportunities for students such as job shadowing, internships, passage into higher education, and training or actual employment.	• Guest speaker logs • Field trip logs • Digital tools such as TED Talks and YouTube

Real World Experiences

Indicator 2.7: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

FINDINGS	SUPPORTING EVIDENCE
BCCHS places a strong emphasis on graduates being ready to enter the workforce with the knowledge and skills to successfully navigate and maintain employment. Career preparation activities are encouraged through the academies and developed by academy cohort teachers and counselors beginning in 9th grade when students complete a career interest inventory and attend information sessions on all available CTE pathways. In 10th grade, students have the option to enroll in a 2- or 3-year CTE course sequence. As part of their daily course schedule, students receive hands-on, real world industry information and training that help them acquire skills that can be applied to a variety of careers in the industry field of their choice. Together with CTE pathway teachers, our Career Counselor provides guidance and support to students through a variety of activities including: community service opportunities, career inventories, guest speakers, field trips to partner college programs and industry workplaces, volunteer opportunities, internships, and individualized career counseling. Students can also receive coaching in soft and employability skills such as interview techniques, researching and applying for jobs, employment aptitude tests, resume building, completing applications, and writing letters of interest and intent. All students can gain exposure to and information about a number of career fields by participating in BCCHS' annual Career Fair.	• Career Fair flyers and documentation • Field trip logs • Guest speaker logs • Career Counselor logs and calendar • Internship list • Community service list
At BCCHS, we strive to provide real world experiences and application activities for students at all ability levels. The faculty recognizes that some students may enter full-time work directly after high school while others may go on to higher education or other career training programs. Our mild to moderate students with disabilities are able to participate in work experience, career-related field trips, and tours of colleges and vocational study programs. Our moderate to severe students with disabilities participate in a Community Based Instruction (CBI) program that includes volunteer work experiences at a variety of on-campus and off-campus locations. These opportunities provide students with job-related experiences that will help them pursue volunteer or paid work after high school. The Transition Coordinator works with all students with disabilities to develop a transition plan to pursue their post-secondary goals. In every case, we strive to provide all students with abundant amount of opportunities to be prepared for employment after high school.	• Field trip logs • CBI calendar and logs • Transition Coordinator logs • Student transition plans

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical student learning needs)

BCCHS' mission is to "strive to provide an innovative and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards" and effectively prepare them to pursue their post-secondary goals. BCCHS' instructional model and initiatives are designed to align with that mission and provide access and support to all students. It is the practice of the school to examine both student work and student achievement data to determine the level of learning of all students and make instructional adjustments to meet identified needs. To support that practice, the school is committed to providing professional development, support, and growth opportunities to all teachers to ensure that the learning experiences of students are rigorous, grounded in real world issues and problems, and incorporate technology in meaningful ways. Through the implementation of Direct Interactive Instruction as the instructional model, learning expectations are made clear to students, the teacher role of learning coach is becoming more prevalent, and instructional and learning experiences are aligned to standards and real world issues. With the upcoming school wide implementation of Universal Design for Learning, BCCHS is working to ensure that classroom instruction offers opportunities for all students to have greater access to the curriculum and become master learners.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- A variety of CTE pathways are offered to provide industry-related information and real world experiences to students

- Instructional Coaches provide intensive support to new and struggling teachers for a two-year period

- Instructional Coaches provide instructional support for all teachers in all content areas

- Students have increased access to technology via Chromebook carts and a variety of educational apps and software

- A large number of CTE classes have been articulated with Pierce and Valley colleges to provide students with access to college level curriculum while in high school

- Partnership with CSUN's Center for Teaching and Learning provide professional development and instructional support in math standards, UDL, and special education services and direct support to students in math classes

- Tutoring support has been expanded to better support the needs of all students

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Increase inclusive opportunities for SWDs through effective co-teaching in ELA, math, history, and science classrooms

- Identification and implementation of programs and practices to close the achievement gap for significant subgroups: English Learners, Students with Disabilities, African American students

- Improvement of math instructional delivery to support student mastery of standards-based content to improve SBAC Math scores

- Design plan to fully implement Universal Design for Learning and differentiation in all classrooms

- Implement initiatives and practices to improve student cognitive engagement and instructional rigor

CHAPTER 3: Self-Study Findings

CATEGORY D:
Standards-Based Student Learning:
Assessment and Accountability
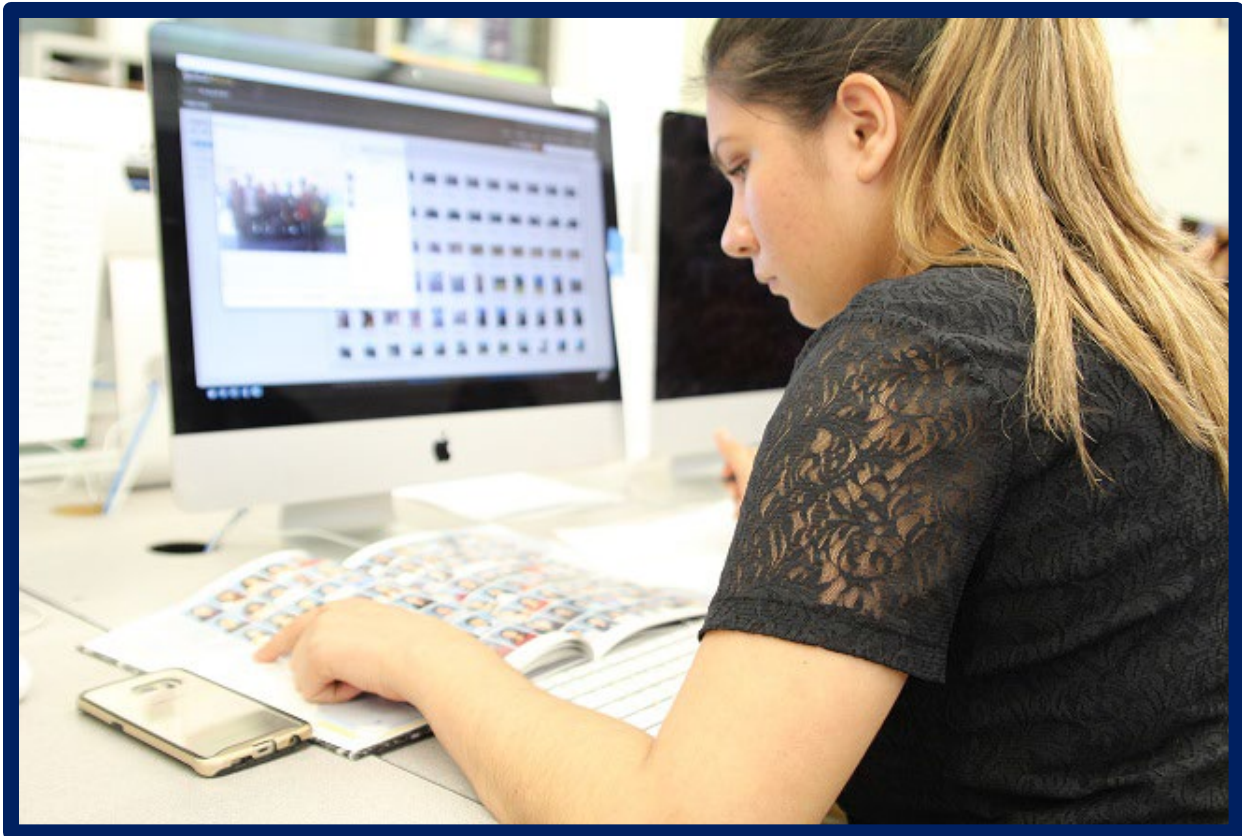
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CATEGORY D:
Standards-Based Student Learning:
Assessment and Accountability

D1. Assessment and Accountability Criterion

School staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

Indicator 1.1: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the school wide learner outcomes.

FINDINGS	SUPPORTING EVIDENCE

BCCHS collects data from various sources to guide instruction and improve student achievement. Data collected is analyzed and disaggregated by significant subgroups.
 	
BCCHS uses the following assessments and data elements to monitor student progress:
• CAASPP Results:
  o Smarter Balanced Summative SBAC
    ▪ ELA
    ▪ Math
  o CA Science Test (CAST)
  o CA Alternative Test (CAA)
    ▪ administered to students on an alternate curriculum
• Interim Comprehensive Assessments (ICAs)
  o ELA
  o Math
• PSAT/AP Potential Scores
• CELDT/ELPAC Results
  o Initial CELDT
  o Annual CELDT
• Achieve3000
• Advanced Placement Tests
	• Summative Assessments:
	  o SBAC
	  o ICA
	  o CAST
	  o CAA
	  o PSAT
	  o MDPT
	  o AP scores
	  o ELPAC/CELDT
	  o EADMS

Data collected is analyzed and disaggregated by significant subgroups and shared with all stakeholders to provide support in areas of need. Specifically, data is shared with all staff members at faculty and department meetings. School wide data and data that has been disaggregated by subgroup is shared with parents, community members and other stakeholders at board meetings, School Site Council Meetings, English Learner Advisory Council Meetings and Parent Teacher Student Association Meetings.

At faculty meetings, administrators periodically share assessment data with the entire faculty including the performance of subgroups, the school relative to LAUSD, and other area schools. The administrative team and department chairs meet bi-monthly to discuss school wide data and goals in Academic Senate meetings. In these meetings, leadership staff identify areas of weakness (such as specific claims in ELA and math) and subgroups (such as English learners and students with disabilities) that are underperforming. This data is then shared by department chairs with their department members who focus more specifically on how to address areas of weakness. For example, the English and math departments analyze SBAC results by claim in order to determine student performance by claim area. Once areas of weakness have been identified, departments use this information to inform instruction and address weaknesses.

Classroom Level Summative Assessment Data:
The school uses multiple assessments to monitor student progress.
The school disaggregates its data to monitor significant subgroups including students with disabilities, English Language Learners, socioeconomically disadvantaged, African American, white, Hispanic, and Asian sub-groups. BCCHS administers the SBAC, ICA, PSAT, and MDPT yearly.

The school uses PSAT data to identify students with potential for success in AP classes.

The Physical Education Department administers the physical Fitness Gram test once per year for all students in the 9th grade and again to those who haven't met the standard.

The school administers the CELDT test twice per year, and a CELDT boot camp is held to help students reach proficiency levels.

Students with disabilities (including students with moderate to severe disabilities) are reassessed once every 3 years for eligibility, placement and monitoring of student growth and progress.

School data is shared in faculty and department meetings. BCCHS observes trends and utilizes the data to improve the instructional program. Based on

- Department meeting agendas
- Board Meeting agendas
- SSC agendas
- ELAC agendas
- PTSA agendas

- Faculty Meeting agendas
- Academic Senate agendas
- Department meeting agendas

- SBAC data
- ICA data
- PSAT data
- MDPT data

- PSAT data

- Physical Fitness Gram

- CELDT Test and scores

- IEPs

- Faculty Meeting agendas

data from standardized tests, BCCHS has created multiple interventions to address student needs. For example, our school adopted the 2 x 8 bell schedule to allow for blocked English and math class in ninth and tenth grades. Additionally, eleventh grade students are scheduled into English and math support courses as needed based on their previous performance in math classes and assessment data.	• Department Meeting agendas • Bell schedule • BCCHS master schedule

Monitoring and Reporting Student Progress

Indicator 1.2: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and the industry community informed about student progress toward achieving the academic standards, the college and career readiness standards, and the school wide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

FINDINGS	SUPPORTING EVIDENCE
During Board meetings, administration and committee representatives present assessment data to the Board. Board members are able to ask questions and make comments about data. All materials relating to presentations are copied and made available for the public. The school makes a strong effort, including newsletters, phone calls, and information nights, to reach out to parents and guardians about students' academic achievement and college and career readiness. In addition, parents are invited to information nights to discuss students' PSAT results and the AP program so that they are informed of the importance of these assessments for their child's post-secondary education. Progress reports/report cards are mailed home to parents three times per semester or six times per year. Parents are also encouraged to create a Parent Portal account on Aeries so that they can view their child's grades, attendance, and progress on a weekly basis. Quarterly progress reports are completed to determine student progress toward IEP goals. BCCHS maintains a year-round calendar that includes the dates for all academic, extracurricular, and sports events. This calendar is posted on the school's website to facilitate communication with students and parents.	• Board Meeting agendas and notes • BCCHS Newsletter • Informational Nights • Report Cards • Aeries Parent Portal • BCCHS calendar • BCCHS website

Monitoring of Student Growth

Indicator 1.3: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college and career-readiness standards, and the school wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

FINDINGS	SUPPORTING EVIDENCE
BCCHS administers the following assessments to monitor year-to-year student academic progress: • Interim Comprehensive Assessments (ICA) • Mathematics Diagnostics Placement Test (MDPT) • SBAC • PSAT Data is disaggregated by significant subgroups and shared with all stakeholders during faculty, department, school site council, Board, and other scheduled meetings. In the fall, the ICA results are analyzed and SBAC ELA support courses are offered. Similarly, in the spring, SBAC math support courses are offered to 11th grade students whose performance on the ICA indicates a need for such support. In grade 9, students are scheduled in double block ELA and math courses to provide students with appropriate curricular support. For example, based on MDPT results and grades in middle school, students may be enrolled in a double block of: • Algebra Readiness • Algebra 1AB with support • H Algebra 1AB with support • Accelerated H Algebra 1AB • H Geometry AB with support • Accelerated H Geometry AB • Accelerated H Algebra 2AB Likewise, in ELA, students in grade 9 are scheduled in one of three pathways based on initial teacher assessment and grades from middle school: • English 9AB with support • H English 9AB with support • Accelerated H English 9A and 9B	• ICA • MDPT • SBAC • PSAT • Faculty Meeting agendas • Department Meeting agendas • SSC Meeting agendas • Board Meeting agendas • ICA analysis notes • BCCHS master schedule • Middle School transcripts • MDPT results • BCCHS master schedule • Middle School transcripts • BCCHS master schedule

In grade 10, students are scheduled similarly to grade 9. However, students in honors level are only scheduled into one H ELA 10AB class while students not in honors level are scheduled in ELA 10AB plus a support class.

LTEL students in all grade levels are provided an ELA course plus an additional support class with targeted intervention.

Students in grade 12 are provided options to continue mathematics instruction beyond Algebra 2. Students struggling in advanced level mathematics courses (such as Trigonometry, Statistics, AP Calculus, Discrete Math) are scheduled in a UC approved course that reviews Algebra 1, Geometry, and Algebra 2 concepts to prepare them for the Entry Level Mathematics (ELM) exam administered by the California State University system and to help them become a-g complete in math.

Counselors meet with students individually and in group settings to discuss graduation requirements, a-g requirements, grades, and post-high school plans. Counselors meet with their students individually to review academic progress towards graduation, a-g readiness, and provide interventions.

Students and parents are notified of student's grades at the 6-week and 12-week progress reports through mailed report cards. Final report cards are mailed home at 20 weeks.

The English department assesses students daily, both formally and informally, through the use of formative and summative assessments. The CELDT (California English Language Development Test), SRI (Scholastic Reading Inventory), and Achieve3000 help determine student placement and Lexile scores to assist teachers in differentiating instruction. Projects, essays, tests, quizzes, exit tickets, Google Forms, and Nearpod allow teachers to check for understanding and determine content that should be retaught. In addition, students receive on-going feedback on Personal Insight Questions, The Common Application, and resumes.

As a department, math teachers use a combination of informal and formal assessments, as well as formative and summative assessments, to monitor student progress and work to ensure students are meeting content and college- and career-readiness standards. Quizzes and tests are used to monitor student learning. Results from these assessments help to pinpoint areas for review or re-teaching. Exit tickets and surveys are also employed as quick checks for understanding. EADMS is used department-wide to create common assessments (Midterm in Fall 2017, Final in Fall of 2018). More in depth analysis of these data will help the math department to develop future chapter tests. Students take the MDPT to help proper placement in math classes and have the best opportunity to learn successfully. An alternative method for students to demonstrate subject comprehension is a project

- BCCHS master schedule
- UC Approved course schedule
- Counselor notes (Aeries)

- Individualized Graduation Plans/A-G checks

- Mailed grade reports

- English teacher lesson plans

- Math teacher lesson plans

assignment. Students are to discuss the use of their learned math in real world examples.

The traditional methods of measuring student mastery of content standards using unit tests and quizzes are employed by most teachers in the science department. In addition, most members of the department use daily warm-ups to check for understanding of the previous lesson's concepts, thereby enabling the re-teaching of misunderstood standards. Google Classroom is another tool used to monitor progress while providing individual correction notes to students. Participation in discussion groups and laboratory reports also allow teachers to monitor student progress. Teachers may also assign projects and written work requiring students to conduct research on careers in science to add to their career-readiness. Exit tickets have also been incorporated in science classrooms as a standard monitoring tool. Teachers monitor student progress in mastering cross-cutting concepts to determine student readiness for and growth in the various disciplinary core ideas.

Progress toward understanding social studies standards can be tracked in many different ways. Simple writing assignments or expository paragraphs are used as a way to check for progress. Also, the use of online assessments has been a popular tool for students with programs such as Kahoot (an online game app). Another online source to check for understanding is the Achieve3000 program. Social studies teachers have been working to fully utilize the variety of learning objectives this program has to offer in our professional development meetings and hope to fully integrate this tool in all social studies classrooms. Lastly, Google Classroom plays an important role in evaluating student work and progress toward fulfilling the academic standards because of its easy and accessible form of communication between teacher and student.

Teachers in the world language department monitor the growth and progress of students toward meeting the academic and college-and career-readiness standards in two ways: using formative and summative assessments. For formative assessments, teachers constantly ask specific questions to students to check for understanding; walk around the classroom to monitor and help students with individual questions; provide feedback when students are having dialogues to ensure the use of the target language; use Kahoot as a tool to measure daily progress. For summative assessments, teachers develop rubrics for assignments, have weekly assessments, and administer end-of-the-chapter/unit exams. Teachers also create specific assessments that focus on measuring students' listening skills, oral communication, reading comprehension, and writing ability.

Teachers in the fine arts department utilize a variety of assessments to determine student mastery within each unique pathway. Given the distinctive nature of the fine arts program, most teachers administer performance-based assessments as well as written quizzes, reviews, and evaluations. Fine arts teachers administer formative assessments on a daily basis and provide

- Science teacher lesson plans

- Social studies teacher lesson plans

- World language teacher lesson plans

- Fine arts teacher lesson plans

meaningful feedback to students immediately before, during, and after performances. In addition, students participate in productions, performances, and professional judgements. As a result, BCCHS has an award-winning theatrical troupe, concert band, marching band, jazz band, and vocal ensemble.	
CTE teachers monitor progress in a variety of ways, including daily review of work submitted using Google Classroom, daily walkthroughs while students are performing guided and independent instruction, regular verbal checks for understanding that require responses using complete sentences and appropriate terminology, regular quizzes, direct oversight of production processes, online assessments using Google Forms, and regular monitoring using software based reporting of student progress using online curriculum.	• CTE teacher lesson plans
The physical education department observes students on a daily basis as they perform specific physical activities and skills as a method to monitor student progress. Additionally, PE teachers utilize the Physical Fitness Test (PFT) to record and monitor students' progress toward increasing their cardiovascular endurance and physical performance of skills throughout the semester.	• PE teacher lesson plans
Some special education teachers use online assessment tools such exit tickets and pre- and post-instruction quizzes to determine if students are meeting the intended learning target. Other teachers monitor progress by circulating the room asking guided questions, reviewing assignments or assessments to ensure understanding, and using rubrics tied to the content standards to assess student work. Resource teachers are provided with weekly logs from math and/or English teachers for their case load students. These logs include information regarding assignments that students are working on, as well as current grades. This information allows case carriers to be made aware of areas in which students are excelling and those where they made need some type of intervention. CBI students are informally assessed to determine if they are meeting their IEP goals and objectives and formally assessed using the Brigance tool.	• SDC teacher lesson plans • CBI teacher lesson plans
Counselors monitor student progress by printing grade reports from Aeries. Counselors send out encouragement notices to students who failed classes with suggestions of how to increase their academic success. Individual and group intervention meetings take place with students to discuss both graduation and a-g requirements as outlined in their IGP and post-high school goals. Counselors have parent conferences, SST meetings, and 504 meetings when necessary to provide students with the support they need to be academically successful. Counselors also utilize transcripts, the graduation status report, and the UC/CSU eligibility reports from Aeries to inform students about their graduation and A-G status. Students meet with counselors to select classes for the next year and to learn about class offerings at BCCHS. Counselors create student schedules based on individual needs such as credit recovery, intervention or acceleration, special education services and/or college class opportunities.	• Counselor logs

D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

Indicator 2.1: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

FINDINGS	SUPPORTING EVIDENCE

Classroom Level Formative Data:
 	
 Student learning is evaluated using multiple types of assessments. Learning needs are identified using both formative and summative assessments. Teachers use both traditional and online tools to give formative assessments to check for understanding and monitor student progress.
 	
 Formative assessments are used by all departments regularly. Teachers utilize formative assessments at differentiated levels, some integrating technology tools. All core classes have Chromebooks for each student. Although at different levels, departments are working towards creating common assessments including midterms, finals, and unit exams.
 	
 Teachers use a variety of summative assessments to measure student progress towards mastery of content standards. These assessments include essays, written exams, performance-based activities, group assessments, unit projects, chapter quizzes/exams, and others.
 	
 MATH DEPARTMENT
 Unit exams, midterms, and common finals are created for all math courses, and all math teachers administer the same exams. Projects, performance tasks, and pacing are shared in Google Drive.
 Several math teachers use the following assessments tools to monitor student progress:
 • IXL
 • Desmos
 • Quizlet
 • Kahoot
 • Khan Academy
 • EADMS/IO
	• Formative Assessments:
	   o Interactive notebooks
	   o Google Suite
	   o Mini whiteboards
	   o Entrance tickets
	   o Exit tickets
	   o EADMS/IO
	   o Quizlet Live
	   o Kahoot
	   o Achieve3000
	   o Ungraded practice with feedback
	 • Summative Assessments:
	   o Unit assessments
	   o Common finals
	   o EADMS summative assessments
	   o Essays
	   o Midterms
	
	 • Math Department lesson plans

• Google Classroom - quizzes, forms, surveys, etc.
 	
ENGLISH DEPARTMENT
The English department administers four benchmark assessments (shown below) designed to monitor student progress toward mastery of content in accordance with summative assessment target (claims).
1. EADMS Online Benchmark Assessment #1
    1. Selected response items addressing
      Claim 1 - Reading
      Claim 4 - Research and Inquiry
 	
2. EADMS Online Benchmark Assessment #2
    a. Selected response items addressing
      Claim 3 - Listening
3. Benchmark Assessment #3
    a.   Full-Write Synthesis Essay addressing
    Claim 2 - Writing
4. EADMS Online Benchmark Assessment #3
    a.   Selected response items addressing
    Claim 3 – Listening
	• Math Department classroom agendas
	• English Department lesson plans
	• English Department classroom agendas

SOCIAL STUDIES DEPARTMENT On the SBAC, listening skills were determined to be an area where BCCHS students needed to improve. The social studies department agreed to help improve students' listening skills by providing more opportunities for students to listen and respond to non-fiction text selections. Additionally, the social studies department is planning to collaborate with the English department to create a writing rubric to help improve students' written responses on the SBAC.	• Social Studies Department lesson plans • Social Studies Department classroom agendas

Demonstration of Student Achievement

Indicator 2.2: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

FINDINGS	SUPPORTING EVIDENCE
BCCHS has set goals for all students to demonstrate proficiency in all content areas and to graduate college and career ready. Learning targets in all courses are aligned with the appropriate California Content	• BCCHS SLOs

Standards. To measure this objectively, BCCHS administers both summative and formative assessments as described in greater detail below.

In recent years at BCCHS, there has been a tremendous focus on the analysis of summative data particularly in ELA and Math. For example, summative SBAC data is disaggregated by subgroup and reviewed by the entire faculty and administrative team. The data is further reviewed and broken down by claim area within the math and English departments in order to determine areas of student weakness that must be addressed. Teachers often work in vertical grade level teams within each department to identify and address the needs of students. Teachers also work together within departments to create a cohesive network of formal and informal formative assessments.

In order to measure student progress toward proficiency, ICAs are administered annually beginning in the 9th grade. However, because there are only two ICA tests currently available, BCCHS introduced IO (EADMS) exams in order to be able to offer students formative assessments more frequently and adjust instruction accordingly to meet students' demonstrated needs. The results of these assessments are shared in department meetings and used to identify students who would benefit from additional support in attaining proficiency so that they can be enrolled in support classes.

The CA Alternate Assessment (CAA) is administered to all students on an alternate curriculum in the spring. The results are used to monitor that sub-group and inform future instruction.

The CA Science Test (CAST) is administered annually in the spring and will become a tool for progress measurement and a guide for instructional adjustments beginning in the spring of 2018.

The PSAT is administered every fall to all grade 9, 10 and 11 students. The data is used:
- to measure progress in each grade level and sub-group toward college preparedness
- to determine AP potential
- to make instructional adjustments

The Mathematics Diagnostic Placement Test (MDPT) is given to students at the beginning and end of the year to assess their mastery of CA Common Core Math standards. These data are then compared to assess the effectiveness of instruction during the year and adjust instruction the following year.

Achieve3000 is used in English classes to assess student Lexile scores and the data are shared with students.

- California Content Standards
- Display of classroom learning targets and Standards

- SBAC data
- Department Meeting agendas
- Lesson plans

- ICA data
- Department Meeting agendas
- Lesson plans
- BCCHS master schedule

- CAA data

- CAST data
- Science department agendas
- Science department lesson plans

- PSAT data
- AP class schedules
- MDPT data
- Math department meeting agendas
- Math lesson plans

FINDINGS	SUPPORTING EVIDENCE
In order to better prepare students for the SRI exam, Comprehension Coach is being introduced as part of the instructional program for English Learners. This is part of a new curriculum for EL literature and language classes.	• Achieve3000 reports • Comprehension Coach • 3D English

Student Feedback

Indicator 2.3: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

FINDINGS	SUPPORTING EVIDENCE
Because student feedback is critical to creating a school that is responsive to students' academic needs, our Student Council has implemented comment and concern boxes in all English department classrooms. Students are encouraged to use these boxes to voice their concerns about anything happening on campus. These concerns are then reviewed by the Student Council as a group and are used to create the Student Board Member's report to the Board which is delivered monthly. In this way, students have the opportunity to share their feedback with the Board.	• Student Council meeting minutes • School Board meeting minutes
Students also have the option of joining the PTSA which meets regularly and compiles a report that is also shared with the Board.	• PTSA Meeting Minutes
In addition, BCCHS conducts the California Healthy Kids Survey periodically to assess a variety of factors anonymously to obtain frank student feedback. In the most recent survey, prepared in May of 2017, almost half of the school's students responded, though these were skewed heavily in favor of students in the ninth and tenth grades. In the survey, two-thirds of students indicated that they "try hard at school because I am interested in my work." Similarly, more than half of students felt a high degree of connectedness with school. Conversely, when asked to give a reason for missing school if they had been absent for the previous 30 days, seven percent of students said they were bored with or uninterested in school.	• Healthy Kids Survey results

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school (with the support of the district and community) has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college and career readiness standards, and the school wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

School wide Assessment and Monitoring Process

Indicator 3.1: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

FINDINGS	SUPPORTING EVIDENCE
All stakeholder groups are involved in the assessment and monitoring of student progress and achievement via a number of different methods and forums. Specifically, Board members and other interested stakeholders are regularly updated at monthly Board meetings during the CEO/Principal's Report and the Curriculum & Instruction and Student Support Committees reports. Any supporting data is provided to all Board members in addition to public attendees. All Board meetings are publicly announced on the school website least 72 hours in advance, and all stakeholder groups are encouraged to attend.	• BCCHS Board Meeting announcements • BCCHS Board agendas and minutes (posted on BCCHS website)
Student progress and achievement is also shared at monthly School Site Council (SSC) meetings. The SSC is a mixture of stakeholder groups including 50% (6) parents and 50% (6) school-based stakeholders of 3 students and 3 teachers. Student assessment data and monitoring efforts are shared during the "Presentations" portion of the agenda which includes a CEO/Principal's Report and an informational update on state and local student achievement metrics. In addition, the SSC routinely evaluates and monitors student progress and assessment results as part of its required action steps in determining the appropriate use of the categorical funding allocated to the school. All SSC meetings are publically announced on the school website at least 72 hours in advance, and all stakeholder groups are encouraged to attend.	• School Site Council meeting announcements • School Site Council meeting agendas and minutes (posted on BCCHS website)
The English Learners Advisory Council (ELAC) is also involved in the assessment and monitoring process of student achievement. ELAC is comprised of the parents of English Learners and school staff members. ELAC members are regularly updated during the "Presentations" portion of the agenda. Student assessment and progress is evaluated and monitored by ELAC as part of its required action steps in determining the	• ELAC announcements • ELAC agendas and minutes (posted on BCCHS website)

appropriate use of the Title III funding that is allocated to our school. All ELAC meetings are publically announced at least 72 hours in advance on the school website. All stakeholders are encouraged to attend.

Many stakeholder groups including teachers, counselors, students, parents, and administrators also gather monthly at the Parent Teacher Student Association (PTSA) meetings. Student progress, assessment, and monitoring results are shared during the "Message from the Administration, Teachers and Staff" portion of the agenda. All PTSA meetings are announced monthly on the school's website and stakeholders are reminded via a phone reminder. All stakeholders are encouraged to attend.

- PTSA meeting dates (posted on BCCHS website)

The BCCHS website offers a plethora of information regarding student assessment and progress including pages for Testing and Assessment, Accountability, and the Parent Portal. The Testing and Assessment page provides information concerning CAASPP, the CA state assessment system. The Accountability page includes the school's School Accountability Report Card (SARC). The Parent Portal page includes instructions on how to create a parent portal account and a manual describing how to use the portal to track individual student progress and achievement in each class and with

each teacher.

- BCCHS website

Parents of grade 11 students are notified by mail each spring of important information concerning the California Assessment of Student Progress Performance (CAASPP). Specifically, parents are notified of the importance of the CAASPP, the types of questions on the CAASPP, the testing schedule, and where to go for more information. When released, CAASPP score reports are mailed to students and parents with a detailed interpretation of the report and explanation of how it is useful since it can exempt students from some courses at community colleges and California State Universities.

- Parent letter

Progress reports and report cards are sent home three times per semester at the six-, twelve-, and twenty-week marking points. Grades or progress notices are formally reported every six weeks to students and parents both online through the parent portal and via a hard copy which is mailed home. Since many students and parents prefer more frequent electronic updates, teachers are encouraged to update their electronic gradebooks on a weekly basis.

- Progress reports
- Aeries Parent Portal
- Aeries gradebooks

Grades are also reported to the California Interscholastic Federation, City Section. Grades determined at the 12- and 20-week marking periods are used to establish eligibility for student athletes. CIF eligibility guidelines are also used as a determining factor for student participation in all extracurricular activities.

- CIF report

Curriculum-Embedded Assessments

Indicator 3.2: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

FINDINGS	SUPPORTING EVIDENCE
BCCHS employs a number of local and standardized assessment processes to collect, disaggregate, and analyze student performance data following a collaboratively constructed timeline designed to provide data on student progress at strategic intervals. • July-August 2017 - Incoming grade 9 baseline assessment in Math • October 2017 - PSAT is administered to grades 9, 10, and 11 • August-September 2017 - Initial CELDT is administered to all newly arrived English learners • November 2017 - CELDT Retest is administered to all English Learners • November 2017 - Scholastic Reading Inventory (SRI) is given to all English learners as part of the reclassification criteria • November 2017 - Educators' Assessment Data Management System (EADMS) ELA Benchmark Assessment #1 (Selected and Short Constructed Response) is administered to grades 9, 10, and 11 • January 2018 - EADMS ELA Benchmark Assessment #2 (Listening) is administered to grades 9, 10, and 11 • February-March 2018 - EADMS ELA Benchmark Assessment #3 (Full-Write Essay) is administered to grades 10 and 11 • April 2018 - EADMS Benchmark Assessment #4 (Listening) is administered to grade 11 only • April 2018 - the Smarter Balanced summative assessment (SBAC) is administered to grade 11 in ELA and Mathematics • April 2018 - the California Science Test (CAST) is administered to grade 12 • April 2018 - The Interim Comprehensive Assessments (ICAs) are administered to grades 9 and 10	• Baseline Assessment data analysis • PSAT results data and analysis • Annual CELDT results and Reclassification data • CELDT Retest results and Reclassification data • SRI data and report analysis • EADMS Benchmark Assessment data in ELA and Mathematics • CAASPP/SBAC results and data • CAST data and analysis • ICA data and analysis • CAA data • AP passage rate data • Achieve3000 data and analysis

- April 2018 - The California Alternate Assessment (CAA) is administered to students on an alternate curriculum
- May 2018 - Advanced Placement Tests in 18 different subjects are administered to AP students in grades 9 through 12
- May 2018 - The SRI is administered to all English learners as part of the reclassification criteria
- Ongoing - Achieve3000 is used in most ELA classes and some Science classes to increase reading fluency and comprehension

Student performance results and data are reported to all stakeholder groups via a variety of forums and methods including BCCHS Board meetings, faculty meetings, department meetings, Academic Senate meetings, SSC meetings, ELAC meetings and PTSA meetings.

The data collection process is used to inform instruction of second language learners by modifying the teaching and learning process in the following ways:

- Our CELDT and reclassification data shows that our long-term English learners (LTELs) struggle and stagnate at the intermediate CELDT level. As a result, we have developed a CELDT Boot Camp that is delivered to students during their ELD class during the 6 weeks prior to the administration of the CELDT. We will continue this practice with an ELPAC Boot Camp during the 6 weeks prior to the spring administration of the ELPAC.
- Nearly 50% of our English learners are LTELs who have failed to reclassify either due to low CELDT scores, low SRI scores or poor grades. As a result, we have purchased a new curriculum for our ELD classes for LTELs in the 11th and 12th grades entitled English 3D which has been used to boost reclassification rates in other districts with great success.
- Our SRI and ICA data shows that English learners struggle in reading comprehension and fluency. As a result, our school has purchased the Achieve 3000 program in order to boost reading comprehension and fluency for all students.
- Our data has shown that English learners struggle in content area classes so we have provided intense and meaningful professional development to all teachers on the subjects of integrated versus designated ELD and the incorporation of ELD standards.
- Our data indicates that teachers need professional development in differentiation strategies so we have planned an entire day of professional development in April with a keynote address by Stephen Krashen and including break-out sessions facilitated by the Los Angeles County Office of Education – Multi-Lingual Branch.
- Our data indicates that EL students struggle in content area classes so we provide before and after school bilingual tutoring.

- Board meeting agendas
- Faculty meeting agendas
- Department meeting agendas
- Academic Senate agendas
- SSC agendas
- ELAC agendas
- PTSA agendas

FINDINGS	SUPPORTING EVIDENCE
• Our data indicates that EL students struggle academically so we have implemented a monitoring program that includes student reflection, teacher feedback and parent input.	

School wide Modifications Based on Assessment Results

Indicator 3.3: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

FINDINGS	SUPPORTING EVIDENCE
The assessment of student achievement through standardized and benchmark testing, success in passing classes, and demonstration of mastery has been the driving force behind the direction of resources at BCCHS. Specifically, we have increased staff and added programs to address specific identified student needs as follows: • One additional counselor in order to better support all students, particularly English Learners, students with disabilities and African American students • One additional instructional coach to provide support to new teachers and bolster implementation of instructional initiatives aimed at increasing student achievement • Double-blocking of math classes was extended from grade 9 to grade 10 • Double-blocking of English classes was extended from grade 9 to grade 10 (except for grade 10 Honors) • Additional English and math teachers for double-blocking in grades 9 and 10 • Additional SAT prep classes were added to increase SAT registration and scores • Accelerate online classes are provided year-round to allow for credit recovery opportunities • Summer Intersession is offered to all students in need of credit recovery in all grade levels with priority placement being given to super seniors • Purchase of Achieve3000 to address the need for increased student reading fluency and comprehension • The adoption of a three-tiered alternative support program as follows: o Tier One - Before and After School Tutoring in all content areas	• HR hiring information • Double block in ELA and Math in grades 9 & 10 • SAT Prep schedule • Accelerate online class • Achieve3000 contract • Tutoring Agreement • CTL Math contract

o Tier Two - Project-Based Tutoring by individual content area teachers o Tier Three - In-class content area expert tutors to support math and ELD classes • A math consultant has been added and is available to all math teachers to provide instructional support and assistance	
In addition, department leaders and administrators meet routinely in Academic Senate to determine professional development needs based on their understanding of student achievement data while seeking to align those with school goals. The Academic Senate works together to craft overall objectives for all departments. Department leaders then work with their administrators to individualize the agenda for each specific department. Next, at department meetings, all teachers and support personnel are included in the overall development and implementation of instructional objectives and initiatives in response to student progress.	• Academic Senate agendas and notes • Department Meeting agendas
The Administrative Team meets bi-weekly to review student progress and achievement, frame school-wide initiatives, and review research-based instructional strategies and curricular frameworks.	• Administrative Meeting agendas and notes
The overall effectiveness or outcome of the above-referenced school-wide modifications based on assessment results are as follow: • The double-blocking of classes has contributed to a higher matriculation rate from grade 9 to grade 10. • The increase in online recovery classes has increased our graduation rate from approximately 90% to nearly 94%. • The introduction of a 10th Grade Academy is expected to increase the rate of progress toward the mastery of standards for the SBAC in math and English while also increasing the matriculation rate of students from grade 10 to grade 11. • The development of an Academic Senate has increased the instructional knowledge base of all of department chairs and administrators. Learning walks completed by the Academic Senate have provided a stronger understanding of the overall degree of implementation of instructional initiatives and allowed senate members to "take the pulse" of the school's instructional program. • The implementation of a three-tiered tutoring program has provided students with more opportunities for re-teaching and remediation which are expected to increase student achievement. Specifically, the addition of math tutors in math classes during the instructional day has increased student achievement in math with more students passing math classes. • SAT prep classes have increased both the scores of students taking the SAT and the number of student who take the SAT. • The implementation of Achieve 3000 has increased reading comprehension and fluency for all students which has resulted in higher reclassification rates and higher SBAC ELA scores.	

FINDINGS	SUPPORTING EVIDENCE
• The addition of a counselor has boosted student achievement in our English learner, special education and African American populations.	

Indicator 3.4: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

FINDINGS	SUPPORTING EVIDENCE

BCCHS periodically engages in a review and evaluation of its curriculum and instruction for the purpose of:
 	
• Establishing student learning expectations in all content areas
• Responding to the needs of students
• Establishing consistency across and between grade levels and within content areas
• Creating a process for continual improvement and refinement of the curriculum to meet the changing needs of students.
 	
The school's curriculum evaluation process involves two levels of review and/or revision:
 	
• A Comprehensive Review is designed to reflect changes in state or national standards and often leads to the adoption of new curriculum or resources. This type of review is conducted on a rotating schedule among content areas within a time frame not to exceed ten years.
• A Targeted Review is designed to evaluate a particular portion of a curriculum or course in response to a defined need. This type of review takes place on an "as needed" basis.
 	
Throughout the curriculum and instruction review and revision process, parents and other stakeholders are invited and encouraged to participate via a number of forums as described below:
 	
Departmental groupings review curriculum and instruction to identify the needs of students based on:
 	
    • test scores
    • course passage rates
    • course sequencing
    • educational direction of the discipline
 	
The Curriculum and Instruction Committee reviews and makes decisions about curriculum based on:
 	
    • test scores
	• BCCHS review process
	• California Content Standards and Guidelines
	
	• Department meeting agendas
	
	• Curriculum and Instruction Committee

FINDINGS	SUPPORTING EVIDENCE
• course passage rates • ability of current curriculum to satisfy core and a-g requirements	agendas and minutes

The Academic Senate reviews instruction and curriculum in order to:
    • develop effective instructional practices
    • identify needed curricular changes
    • identify observable elements of effective instruction
    • create an action plan for needed instructional and curricular adjustments
    • positively impact leadership behaviors at the department and classroom levels
	• Academic Senate agendas and notes

BCCHS Board members review and approve all major decisions involving the adoption of new curriculum. Parents and other stakeholders have an opportunity to participate in the decision making process during the "Open Communications" portion of the meeting.	• BCCHS Board meeting agenda and minutes
SSC members are also updated as needed during monthly meetings concerning instructional changes and the adoption of new curriculum. This provides stakeholders including students, parents, and teachers with another opportunity to provide feedback during the change process.	• SSC Meeting agendas and minutes
ELAC members are also updated as needed during monthly meetings concerning instructional changes and the adoption of new curriculum. This provides stakeholders including parents and teachers with another opportunity to provide feedback during the change process.	• ELAC Meeting agendas and minutes
PTSA meetings provide another forum for parents and other stakeholders to ask questions and provide input concerning proposed new curricula and instructional changes.	• PTSA Meeting agendas and notes
Any proposed new curriculum is made available for public review in the Main Office for a period of 6 weeks prior to final adoption and incorporation of the new curriculum. A box for comments is included to allow an additional opportunity for stakeholder input and feedback.	• Main Office Display • Comment Box

Indicator 3.5: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

FINDINGS	SUPPORTING EVIDENCE
BCCHS employs a number of security systems and measures that ensure the integrity of the assessment process as is further detailed below:	

For local assessments: • BCCHS has implemented a Plagiarism Policy to set a high standard for student behavior. The policy serves to enforce a high level of academic integrity on the part of students while increasing the security of the assessment process. • Many core content area teachers administer online assessments utilizing Google Classroom. This allows for teachers to provide multiple versions of an assessment which increases the security of the assessment process. For state-mandated (CAASPP) assessments: • All teachers receive professional development concerning CAASPP test security procedures and must sign the CAASPP Test Security Affidavit. • All students are tested in a controlled environment designed for maximum security while providing optimum conditions for student performance. Specifically, students are required to produce all electronic devices and place them in an "off" position in full view of a BCCHS staff member. Next, the electronic device must be placed in the student's purse or backpack which must then be surrendered to a staff member. Students are seated for test administration with only a pencil, a blank sheet of paper, and login information. These practices ensure that the integrity of the assessment process is maintained. For the CELDT/ELPAC; • All teachers receive professional development concerning CELDT test security procedures and must sign the CELDT Test Security Affidavit. • Students are released from class for testing and tested in a controlled environment. Specifically, students are required to produce all electronic devices and place them in an "off" position in full view of a BCCHS staff member. Next, the electronic device must be placed in the student's purse or backpack which must then be surrendered to a staff member. Students are seated for test administration with only a pencil and the answer document. A certificated staff member provides instructions and then delivers the testing booklet. Students are seated at least five feet apart and the presence of a number of staff members ensures a secure administration of the test. For benchmark assessments: • Benchmark assessments in math and English are primarily administered online via EADMS. • Utilizing the online EADMS assessment tool allows teachers greater flexibility to provide multiple versions of the same assessment. This	• BCCHS Plagiarism Policy • BCCHS testing policies

flexibility and ability to differentiate assessments enhances the security level of the assessment.
- Security is provided for other benchmark assessments administered in a more traditional manner by individual teacher and classroom protocols.

For Advanced Placement Testing:
- Test proctors and support personnel are trained in test security procedures for AP Testing and are required to sign affidavits regarding test security.
- Students are placed in controlled environments for testing. Specifically, students are required to produce all electronic devices and place them in an "off" position in full view of a BCCHS staff member. Next, the electronic device must be placed in the student's purse or backpack which must then be surrendered to a staff member. Students are seated for test administration with only a pencil and the answer document. A certificated staff member provides instructions and then delivers the testing booklet. Students are seated at least five feet apart, and the presence of a number of staff members ensures a secure administration of the test.

For the PSAT/NMSQT:
- Test proctors and support personnel are trained in test security procedures and are required to sign affidavits regarding test security.
- Students are tested in small groups in a classroom setting. Prior to entering the classroom, students must produce all electronic devices and place them in an "off" position in full view of the teacher. Next, the electronic device must be placed in the student's purse or backpack which must then be placed in a section of the classroom that is away from the students. Students are seated for test administration with only a pencil and the answer document. A certificated staff member provides instructions and then delivers the testing booklet. Students are seated at least 3-5 feet apart to further ensure the integrity of the test.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Over the last several years, the stakeholders at BCCHS have worked together to create effective and secure assessment processes in the advent of the new state online testing system, the California Assessment of Student Performance and Progress (CAASPP). Under the new online system, we receive preliminary data much more rapidly and in advance of the next school year. As a result, we have been able to use that data to make decisions about instruction for the upcoming school year. This greater and more rapid availability and access to data has inspired a number of innovative formative online assessment processes at BCCHS such as IO/EADMS, Interim Comprehensive Assessments (ICAs), Achieve 3000 and Listen Wise. The data collected from our increased use of formative assessment has been used to monitor student growth and provide valuable feedback to both teachers and students. Additionally, students have been provided with both an increased number and a wider variety of assessments with which to demonstrate achievement and mastery of standards. Our school's greater focus on formative assessment has also led to an increased use of curriculum-embedded assessments leading to further modifications of instruction based on a significantly larger number of both formal and informal assessments. Finally, BCCHS has developed a forum, the Academic Senate, in which to evaluate our data, curriculum, assessments and assessment processes and to make collaborative decisions about how to increase student achievement.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Support networks for students include teachers, teacher-advisors, coaches, campus supervisors, counseling office staff, student support services staff, psychiatric social workers, pupil services and attendance counselor, administrators, and classified staff.
- Large campaign to provide 11th grade students with data from their most recent ICA scores and to encourage and motivate them to do their best on the SBAC.
- Formative Assessments that are SBAC aligned (IO/EADMS, ICAs and Achieve3000)
- In class math tutoring (Tier 3 Tutoring)
- Administration of PSAT to grades 9 - 11
- Maintained growth on SBAC for ELA and math
  - 62.9% standard met in ELA
- Increased a-g completion rate
- Increased English learner reclassification rate
- Low suspension rate
- High graduation rate in all sub groups

- Attendance rate is above 90%
- Increased participation in SAT, AP, and career pathways
- Provision and administration of multiple measuring tools to assess achievement: ICA, PSAT, SBAC, IO/EADMS, MDPT, Achieve3000 and Listen Wise

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Horizontal and vertical alignment throughout the school (developing common summative assessments in all courses)
- More systematic use of formative assessments to measure student learning progress
- Ability to respond more quickly and effectively to student needs through the use of data provided by formative assessment
- Discussion, investigation, and implementation of best practices around grading policies
- A shared understanding of what constitutes an A, B, C, D or F and a collaborative decision-making process to move toward a standards-based grading system
- Development of a system of interventions to assist students who are not progressing towards proficiency
- Increasing SAT participation and SAT scores
- Increasing parent involvement and engagement
- Increasing college application literacy for students and parents
- Implement effective strategies for increasing SBAC math and ELA scores

CHAPTER 3: Self-Study Findings

CATEGORY E:
School Culture and Support for Student Personal and Academic Growth

Category E Focus Group Members

Leonor Alag	Nicole Matthews
Hilda Barajas	Richard Nino
Annette Bedrossian	Kristen Nosker
Leanne Bennett-Riley	Emmanuel Omon
Tracie Bowdoin	Mark Ortega
Cynthia Cifuentes Menjivar	Natalia Pedrani
Jeanette Cruzalegui	Margarita Ponce
Dino Dinielli	Jessica Rayas
Julie Doan	Brittany Reisbord
Diane Ebs	Gus Rico
Michael Edwards	Jesse Roa
Amanda Fitzpatrick	Lilia Rodriguez
Juan Flores	Timothy Rosas
Jenina Franco	James Rose
Shoshana Frederick	Hayley Rubinger
Victor Frias	Darnell Russell
Lionor Garcia Gonzalez	Maria Salvatierra
Elisa Griffin	Vito Saracino
Edwin Gutierrez	Stephane Scherrer
Chantal Henneman	Peggy Sierer
Emily Hey	Anne Stutzman
Christopher Holder	Brittany Susnow
Stephen Hughes	Sabrina Valle
Lilit Kazikhanyan	Edward van Hoose
Scott Krier	Lionel Villarreal
Marcel Leon	Sandy Wignot
Andrea Manzo-Ustariz	Brendan Wydra
Johanna Martinez	

CATEGORY E:

School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

Indicator 1.1: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

FINDINGS	SUPPORTING EVIDENCE
Birmingham Community Charter High School enjoys a productive relationship with its parent stakeholders as evidenced by the California Healthy Kids Survey, school survey, and LCAP survey. BCCHS has found that these surveys indicate staff, parent, and community leaders work well together to ensure a positive educational experience for all students. The California Healthy KIDS Survey is administered to parents, students, and staff annually in the Spring. Information from the survey is used to adjust, guide, and plan programs for the following years. The LCAP survey is administered to parents during PTSA meetings.	• California Healthy Kids Parent survey • School survey • LCAP survey
BCCHS makes every attempt to ensure that parents know what is happening on campus to afford them the opportunity to attend all events and activities. Parents can access event and activity information, the master calendar, and faculty contact information on the school website. Parents and teachers can easily communicate via email, and teachers' email accounts are accessible through the BCCHS website. Teachers generally return emails in a timely manner.	• Master calendar • BCCHS website • Quarterly newsletter • School marquee • Quad marquee
To further foster this communication, BCCHS hosts Back-to-School Night within the first six weeks of school. Teachers provide a short presentation to each group of parents regarding the content curriculum and expectations for the course. This is an opportunity for parents to experience their student's course schedule and meet their teachers. Freshman Orientation is also held during the summer for all incoming 9th grade students and their parents. This ensures that freshman parents are advised of the expectations for their children as 9th grade students. This also eases the transition from	• Back-to-School Night • Freshman Orientation • Open House

middle to high school for freshmen by introducing them to teachers, administrators, and office staff and generally acclimating them to the high school campus. Incoming 9th grade students are led in groups by Knights and Ladies, a student volunteer group, to help foster a sense of community before new students even arrive on the first day of school. In the spring, Open House is held to invite parents and the community to visit BCCHS and observe our many programs. Parents are cordially invited to performances and demonstrations by students and welcomed to view student work on display.

The four Board committees of Human Resources, Student Services, Curriculum and Instruction, and Facilities welcome parent input and involvement. Parental feedback is instrumental in the design and function of BCCHS' programs.

BCCHS is fortunate to have a strong PTSA that positively impacts the quality of the educational experience for students, parents, and teachers. Upcoming PTSA events are widely publicized. Parents are encouraged to join this association and be involved in making decisions that will influence their children's learning culture.

Parents are also an integral part of the decision making process at BCCHS. Parents participate in our School Site Council (SSC) monthly from August through May. They are elected to serve a term of one year. School Site Council is involved in all aspects of the decision making process at BCCHS, including financial and operational matters. The Single Plan for Student Achievement (SPSA) is discussed at SSC meetings where parents are able to provide input on budgetary decisions for programs and resources. Additionally, the SPSA is shared twice per year at PTSA and ELAC meetings with the opportunity for parent and community input and transparency. The budget is explained and parent input is solicited on what programs to fund.

BCCHS has also made a concerted effort to reach out to parents of our English Learners (ELs) by hosting monthly English Learners Advisory Committee (ELAC) meetings to get parent input regarding the education of their children. Since many of our parents are more comfortable communicating in Spanish, school communications are available in both English and Spanish. Staff members are available to help with translations when necessary. IEPs and parent conferences are held in Spanish when that is the parent's primary language. Additionally, BCCHS provides bi-weekly ESL classes for parents so they can learn English, connect with each other, and participate fully in the BCCHS community. Families Acting Toward Results (F.A.C.T.O.R.) classes are held three times a year in Spanish and English to teach parents how to access the educational programs and support their children in graduating from high school and transitioning to college or career.

- Board Committee agendas and sign-in sheets

- PTSA agendas and sign-in sheets

- School Site Council agendas and sign-in sheets
- BCCHS SPSA

- ELAC agendas and sign-in sheets
- IEP Guidelines
- BCCHS website
- Parent ESL class sign-in sheets
- FACTOR (Families Acting Towards Results) agendas and sign-in sheets

Students and parents of BCCHS also receive notification of important dates and information through ConnectEd messages sent home via both voice and email.	• Record of ConnectEd
BCCHS also hosts a number of night-time events to give parents the opportunity to connect with the school. For example, a Student Recognition Dinner is held monthly during which students in each Academy are recognized for academic achievement, service, and academic improvements. BCCHS hosts a dinner with student recipients, their parents, the referring teacher, counseling staff, academy lead, and administration to recognize these students.	• Student Recognition Dinner list • BCCHS calendar • Photos of dinner event • PowerPoint presentation
In addition, BCCHS hosts a Multi-Lingual Banquet Night for students and parents of EL and immigrant students to welcome the families, build community, and provide parent outreach. This meeting serves many purposes, including explaining the CELDT test, as well as the new assessment called the English Language Proficiency Assessment for California (ELPAC). The parents are shown how to read their children's assessment results, informed about the reclassification process, and given information about how to assist their children with reclassification. Parents also learn about English Language tutoring opportunities, the Aeries parent portal SIS system access, and the BCCHS PBIS program.	• BCCHS calendar • Multi-Lingual Banquet Night program • Photos of banquet event • PowerPoint presentation
BCCHS also engages parents and potential students before their first day of school at Open Enrollment Information Day, a student recruitment event conducted on a Saturday in December and March to showcase programs at BCCHS. A pancake breakfast kicks off the event followed by a welcome tour of the campus. Parents are invited to visit booths with students and staff presenting information about athletics, activities, academics programs, CTE Pathways, and open enrollment application information. The event also includes classroom visitations to showcase the hard work our students have achieved thus far.	• BCCHS calendar • Open Enrollment Information Day sign-in sheets • Flyers and Postcards • Open Enrollment applications

Use of Community Resources

Indicator 1.2: The school uses community resources to support student learning.

E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school wide learning outcomes.

FINDINGS	SUPPORTING EVIDENCE
BCCHS' dedicated team of faculty and school leadership have greatly enhanced the solicitation and involvement of community and industry partnerships including area businesses, alumni, local post-secondary	• Industry sector contact sheet • Representative sign-in logs

institutions, and career technical student organizations to support and extend learning opportunities for students.

BCCHS has several Career Technical Education industry and college partnerships that have been established for six California Industry Sectors. These sectors and career focus areas include: Business and Finance (Business Management), Engineering and Architecture (Engineering Technology), Information and Communication Technologies (Software and Systems Development), Health Science and Medical Technology (Patient Care), Arts, Media and Entertainment (Design, Visual and Media Arts and Managerial Arts), and Hospitality, Tourism, and Recreation (Food Service and Hospitality).

BCCHS partners with colleges and training programs facilitate student transition from high school to post-secondary educational institutions and programs. These include: LA Valley College, Glendale Community College, LA Pierce College, LA Mission College (in the development stage), California State University Northridge, Santa Monica Community College, West Valley Occupational Center, and LA Trade Tech College. Industry and college partners provide expertise to support BCCHS programs with cutting edge industry standard knowledge and skills as well as curriculum support for classroom instruction. Also contributed are time and networking opportunities through advisory board membership and meetings, classroom visits, guest speaking on campus, attendance and presentations at career fairs and student competitions on our campus, field trips to industry work-based learning experiences and campus tours, mentoring and support for student projects.

Additionally, BCCHS students have many opportunities to earn college credit while in high school via our School for Advanced Studies and articulated courses with partner colleges. SAS students can take courses taught by LA Valley College professors each semester beginning in 9th grade. Classes include African American Studies 5, Kinesiology 8 and 251, Political Science 1, Cinema 107, English 28 and Italian I. In the spring there will be offerings of History 2, Psychology 1, English 11, Art 102 and 201, and English 103. These credits can transfer directly to the college upon completion allowing students to complete many general education college courses while still in high school. There are also many articulated courses in the college major areas of study available to students through our college partnerships. BCCHS's CTE courses are also directly aligned with partner college programs. For example, students who enroll in engineering, information technology, digital media and design courses earn college credit while working toward CTE certification and high school graduation.

Partners also provide guidance and funding support for CTE programs through grant partnerships with BCCHS (e.g. LA High Tech, CTEIG, CPA). Large portions of this funding have been utilized to provide students with current industry standard instructional materials, software, and equipment they will encounter in actual jobs and post-secondary training programs. Industry professionals provide our programs instructors with suggestions for

- CTE articulation agreements
- CTE Advisory Board meeting agendas and sign-in sheets

- College course articulation agreements
- College curriculum support documents
- College partners sign-in sheets
- Field trip request forms
- Log of work-based learning experiences
  - Field trips
  - Competitions
  - Tours
  - Career fairs
  - Guest speakers
  - Classroom visits
- SAS course guide
- Student enrollment rosters
- Professor verification
- Class schedules

- Grant award notifications
- Annual grant reports
- Articulation agreements

ongoing faculty professional development as well as software and equipment needs to keep our students ahead of the curve to upcoming industry trends in each CTE sector. Community and industry partners also provide resources to our CTE programs through articulation agreements and support to develop robust industry-recognized CTE certifications and post-secondary opportunities for students.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

Indicator 2.1: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

FINDINGS	SUPPORTING EVIDENCE
BCCHS has made great strides in improving the school's technological infrastructure to accommodate the dramatic increase in the use of technology in the classroom. For instance, The BCCHS IT department works diligently to keep servers up-to-date. There is access to Wi-Fi in almost every location on campus, and there are strict policies in place to ensure safe and responsible use by all students and staff. The IT department restricts access to inappropriate websites, blocks those that do not meet prescribed academic purposes, and monitors student use by attaching the student's name to everything done online. BCCHS staff explicitly and directly teach students what responsible use looks like by modeling and practicing it in the classroom. BCCHS staff explicitly and directly teach responsible computer use through practice and modeling during class. Most teachers incorporate technology in their classrooms on a daily basis, providing ample opportunities to reinforce the acceptable use policies.	• IT HelpDesk log • Acceptable Use Policy (students & faculty) • Firewalls • Classroom walkthrough checklists
To address student safety, students at BCCHS carry barcoded IDs with a photo and birthdate and provide them upon request to school staff as a means to establish who should and should not be on campus at any given time. These same IDs serve as identification at campus entry points for games, dances, and meals. In addition to helping to make the campus more secure,	• Student and staff ID cards • Events data • Meal program data

this practice enables BCCHS to generate data on who attends attendance to school wide events and participation in the meal program.

To address the problem of bullying, BCCHS has an anti-bullying policy that is posted in every classroom and is accessible to every student. The policy includes a definition of what constitutes bullying and provides examples of verbal, non-verbal, physical, emotional and cyberbullying. It also covers hate motivated incidents. The policy details both student and staff responsibilities related to maintaining a safe school environment for all and the recognition that hate motivated incidents and bullying will not be tolerated at BCCHS. This anti-bullying policy is discussed with students at school wide assemblies at the beginning of the school year.

BCCHS has also made a concerted effort to encourage a positive and supportive school climate by utilizing Positive Behavioral Interventions and Supports (PBIS). This framework includes strategies for defining, teaching, and supporting appropriate behaviors on campus to achieve a positive school culture and promote of a responsible citizenry. This structure fosters a positive teacher-student relationship that contributes to successful school adjustment and academic and social performance. The goal or teachers is to cultivate respectful and positive relationships with students. The PBIS R.E.A.C.H rewards program is a way for teachers to reward positive behavior. Students may experience greater resilience and spirit, both personally and academically. Mini lessons facilitate a forum for discussion of proper behaviors indicated on the PBIS School-Wide Behavioral Matrix. Both help to reinforce expected behaviors.

To help ensure that the possession and use of drugs by students is minimized, BCCHS faculty and law enforcement work together to conduct random locker and classroom searches for drugs and drug paraphernalia.   Support is available to students who might be struggling with drug or alcohol use. In partnership with the National Council on Alcoholism and Drug Dependency (NCADD) of the San Fernando Valley, BCCHS offers courses on campus which provide support and prevention education regarding drug and alcohol abuse and statistics related to our area. The classes also connect students to available resources to seek help and provide access to legal services and support groups. In 2016, NCADD coordinated with several community agencies to put on the San Fernando Valley's first ever Every Fifteen Minutes event. This event places students in a real-time drunk driving scenario and showcases the many lives affected by thoughtlessly drinking, driving and losing control of a car.

Staff and students at BCCHS practice emergency drills six times per school year. Teachers are informed of the expectations and procedures for each emergency drill (e.g. fire drills, earthquake, lockdowns, etc.). These drills help both staff and students understand the procedures to be used in different emergency scenarios. Throughout each emergency drill, staff escort students to their designated evacuation location and take their student rosters,

- Anti-Bullying Policy (posted in classrooms, offices, BCCHS website)
- School assembly documents

- PBIS R.E.A.C.H. rewards
- PBIS matrix
- PBIS vision
- PBIS meeting agendas and sign-ins

- Random search logs
- Records of drug dog searches
- NCADD parent permission slips
- Teacher -NCADD contract
- Every Fifteen Minutes documentation

- Record of emergency drills
- Staff emergency PD
- Maps in rooms

evacuation maps, and emergency buckets with them. Maps are clearly posted in each classroom with marked routes to designated emergency areas.

Custodians and groundskeepers at BCCHS maintain a safe and clean environment for students by keeping hallways clear of debris, making sure trash is regularly emptied collecting trash regularly, repairing broken facilities, cleaning restrooms and classrooms, repairing electrical equipment, and performing other maintenance and beautification practices of the campus grounds.

- Custodial schedule
- Classroom trash cans and trash bins

At BCCHS, students are encouraged to strive for perfect attendance. This includes getting students to all of their classes on time. BCCHS promotes on time attendance to all classes. Students are encouraged to strive for perfect attendance as there is a high correlation between academic success and regular attendance. Tardy sweeps are conducted regularly to discourage students from being tardy and to minimize the amount of classroom interruptions. Students caught in sweeps receive a tardy slip to return to class, and the tardy is recorded in Aeries. Six tardies results in a detention.

- Record of detention
- Tardy sweeps

Our highly experienced and qualified school counselors provide academic and personal guidance for all Birmingham students. For example, counselors provide students with services in individual and/or group counseling, crisis intervention, conflict resolution and coordinate school wide events related to the social-emotional well-being of all students. In addition, teachers and staff are provided with a "Crisis Assessment and Crisis Protocol for Teachers and Staff" document that provides steps to follow if a student is distraught or in distress. It offers the proper questions to ask and references the procedures to follow in crisis situations.

- Counseling notes
- Crisis Assessment & Crisis Protocol for teachers
- Rosters of intervention groups

BCCHS recently replaced water fountains with the new Elkay EZ H20 water fountains. These fountains not only provide students with an essential source of healthy water, but they have also helped reduce the use of water bottles by encouraging students and teachers to reuse and refill their water bottles.

- Physical location of water fountains
- Records of installation of faucets

An on-campus Homeless Liaison is available to support students without homes who meet the McKinney-Vento eligibility. The school has a discreet referral process in place to refer any student who may meet the criteria for homelessness. There is a discreet referral process in place for students who are suspected to be homeless.

- Homeless Liaison records

Security guards are available in all hallways to provide assistance for teachers as well as provide a safe environment for all individuals on campus. There are 24-hr surveillance cameras which allow the monitoring of any vandalism and misbehaviors. These incidents are addressed immediately when discovered.

- Campus Aide time sheets
- Surveillance cameras

BCCHS has an established dress code for all students describing appropriate attire and ensuring school safety for all students.

- Dress Code Policy

BCCHS is fortunate to have two Psychiatric Social Workers (PSW) on campus to support the mental well-being of students. Counselors, teachers, students,

- Mental health referral sheets

FINDINGS	SUPPORTING EVIDENCE
and parents may make mental health referrals to the PSWs. The PSWs make outside referrals, facilitate mental health groups, and provide individual counseling depending on the needs of the students.	• PSW logs

High Expectations/Concern for Students

Indicator 2.2: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

FINDINGS	SUPPORTING EVIDENCE
At BCCHS, school academies recognize students who maintain high grades. Depending on grades maintained or earned, students are presented with rewards. In celebration of their success and achievement, student names are posted school wide through the hallways.	• Honor roll lists
Graduating seniors are honored and recognized for their academic tenacity and success at year end ceremonies.	• Graduation program
For all BCCHS students interested in exploring possible post-secondary options and opportunities, three counselors/advisors are available to help. They can offer information on colleges/universities and career opportunities. The school-wide College and Career Fair is held annually on campus. Also, various colleges and universities will send representatives to the BCCHS campus to provide information during lunch.	• Student sign-in sheets • College workshops sign-in sheets • College Fair flyers and student passports
BCCHS' adopted PBIS to create a caring school culture wherein BCCHS students and staff act with respect and integrity toward one another. This school wide approach focuses on supports to sustain primary (school wide), secondary (classroom) and tertiary (individual) behavioral expectations. In reinforcing this support system, our school wide motto of R.E.A.C.H - RESPECT, EMPATHY, ACCOUNTABILITY, CHOICE, HONESTY - provides an easy acronym to help remember the PBIS expectations. R.E.A.C.H. reward cards are distributed to students who demonstrate R.E.A.C.H. characteristics and traits. Students may redeem these reward tickets at the Student Store for a variety of items, e.g. free entrance to dances or free BCCHS apparel.	• R.E.A.C.H. cards, posters • PBIS matrices, posters
The Associated Student Body (ASB), along with other BCCHS clubs, provide academic, cultural, and social development opportunities throughout the school year through fun and enriching activities like rallies, dances, food drives, cultural events, and music and games in the quad.	• ASB minutes • Club lists and meeting agendas

Some freshmen enter high school unprepared to meet the rigors of academic studies with much success and quickly fall far behind in earned credits required graduation. For the same population, college is more difficult to envision. BCCHS offers Accelerate, an online credit recovery program, for these students to regain timely high school completion.

Through our Aeries school portal, teachers can access important and confidential information about students to better serve students and their individual needs, such as student discipline data, IEPs, 504 Plans, student grades, etc.

The co-teaching model is used in general education classes in which RSP students are clustered and is in the early stages of implementation. BCCHS has partnered with CSUN for professional development in this area. Some faculty members have already observed schools currently using co-teaching methods. Textbooks were purchased for teacher professional growth, and there is a five-year plan in place for co-teaching to be fully implemented. Students with learning disabilities who still struggle to meet academic requirements are placed in a study skills course during the school day, where they receive academic support and additional scaffolding from a certificated teacher.

Teachers provide appropriate accommodations in the classroom corresponding to students' IEPs and passports (i.e. preferential seating away from distractions and/or next to paraprofessional, use of teacher's approved notes on exam, etc.).

Many teachers are available to provide tutoring before and after school for all students. Additionally, tutoring is available specifically for English Learners. Moreover, BCCHS has contracted tutors from CSUN to assist math teachers in their classroom during school hours. This wide array of tutoring services provides students the additional help they may need to advance their academic learning success. Peer tutors are also available to all students in the College Center/Library before school, during school, and after school.

Suspension rates have decreased dramatically between 2012-13 and 2016-17, from 214 to 100. Suspension and expulsion rates have also decreased because alternatives to suspension, such as parent conferences, lunch and after school detention, mediation, writing about the inappropriate behavior, redirecting negative behavior, and education regarding inappropriate behavior i.e. workshop on anti-bullying, referrals for anger management, referrals for mental health services, and SSTs to determine ways to support correcting the behavior, as well as introduction of PBIS to teach correct behaviors have been utilized consistently.

Even though the suspension rate has decreased since 2012, there was a slight increase in suspensions during the 2016-17 school year. Interquest (drug

- BCCHS master schedule
- Accelerate student rosters

- Documentation in Aeries

- Collaboration sign-in sheets
- Common lessons
- PD sign-in sheets and agendas
- CSUN partnership contract
- Study Skills student roster

- Student IEP accommodations list
- Teacher matrix assignments
- Rosters of students
- Tutor assignments
- Peer tutor list
- Peer tutor calendar

- Suspension and expulsion rates
- Reasons for suspensions and expulsions
- PBIS Framework

- Interquest

sniffing canine company) was brought in to improve student safety and to act as a detriment to students bringing drugs to school.	
Deans use alternatives to suspension whenever possible. Parent conferences, detention- at lunch and after school is used when possible. Additionally, students are required to research the rule they violated and why the behavior is inappropriate so they can learn from their mistakes.	• Documentation in Aeries • Parent Sign in • Detention Sign in

Atmosphere of Trust, Respect, and Professionalism

Indicator 2.3: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

FINDINGS	SUPPORTING EVIDENCE
Parents are important stakeholders of the BCCHS community, and various elements of BCCHS' charter document reflect the value of parental involvement. As an independent charter, parent representation is required on our main governing body – the School Board - as well as in several advisory councils and standing subcommittees. All communication is part of a comprehensive effort to reach out, engage, and encourage parent involvement. The school staff works diligently to ensure all communications are provided in Spanish as indicated from our home language survey. In addition to classroom teachers, administrators and staff are engaged in the effort. Many employees enroll their children at BCCHS. In turn, many alumni come back to the school as credentialed teachers and other staff members. As parents engage, they become more comfortable understanding available school-based resources and navigating our large campus. A testament of this is the fact that both parents and school staff recognize and refer to each other by name.	• BCCHS website • BCCHS Board minutes and agendas
School-to-parent communication takes many forms and utilizes multiple distribution methods which are provided even before the school year begins. These include pre-enrollment meetings and events for middle school families, parent components of Patriot Preview and Freshman and Sophomore Orientation, comprehensive enrollment packets, and school wide mail notifications regarding NSLP.	• Enrollment packets • Freshman Orientation agenda • Sophomore Orientation agenda
BCCHS maintains a *Parent* section on our website. Throughout the year, additional mailings, ConnectEd phone messages, email, and backpack-to-home flyers are distributed to parents. During 2017-18, a quarterly Parent Newsletter has been launched and highlights upcoming events, meetings, testing dates, and other seasonal activities. Multiple methods are used to apprise parents of opportunities to participate in school governance, and	• ConnectEd logs • Flyers • BCCHS Newsletter

agendas, minutes, and meeting schedules are publicized on the BCCHS website. The School Board and standing subcommittees have met at consistent times, days, and locations for several years which provides consistency for parents with busy schedules and multiple obligations.	• Standing Committee calendars, agendas
An important component to the effort to effectively communicate with parents is the Aeries Parent Portal which was launched with the onset of the 2012-2013 school year. Parents are able to track their child's attendance, assignments, and grades by accessing the portal. Through the portal, parents may communicate with teachers, administration, paraprofessionals, and staff. There are also other email links on the school's website to reach out to staff members. Parent sign-ups for the Aeries Parent Portal have increased steadily over the past five years; however, consistent use of this resource needs to be increased. Approximately 50% of parents who sign up for the Aeries Parent Portal use it regularly.	• Aeries Parent Portal
Back to School Night is publicized using various methods. Marching band, choral groups, and flag team performances launch the evening. Food trucks are present for the entire evening. Programs with information including campus maps, teacher room location, and contact information for administration, counselors, and program coordinators are provided. Furthermore, in order to reach as many parents as possible, multiple Title I meetings are scheduled during the school year with the first scheduled immediately before classroom visits during Back-to-School Night.	• Back to School Night flyers and agenda • Title I meeting agendas
From May through September each year, an aggressive recruiting campaign is launched to encourage parents to run for open positions on the School Site Council (SSC) and English Language Advisory Committee (ELAC). Awareness of these opportunities has grown. For the past three years, there have been several parent candidates running for SSC and this has facilitated creation of a non-voting Alternate Parent representative for SSC. Although SSC meetings are publicized, there has been limited interest beyond the half dozen parents who attend the meetings regularly. SSC and PTSA meetings are scheduled on the same Tuesday monthly at 5pm and 7pm, respectively. Frequently, agenda items from SSC are also included and/or presented to PTSA. ELAC meetings are scheduled every other month on the same Tuesday as SSC and PTSA in the morning since survey results indicated that parents who want to attend those meetings prefer a meeting time after their morning school drop-off of children. ELAC meetings are scheduled immediately before adult ESL classes so that a larger group of parents of EL students will participate. Administration, coordinators, liaisons, and other staff communicate and collaborate to ensure consistent and continual interaction with parents and families on these matters.	• School Site Council agendas and minutes • ELAC agendas and minutes • PTSA agendas and minutes
Throughout the school year, the SSC and ELAC members are educated about the LCAP and SPSA process. Continual feedback from parent members is encouraged. Presentations relating to categorical funds and LCFF and the annual revision process of the SPSA and the LCFF are also scheduled on the	• BCCHS LCAP • BCCHS SPSA • Parent Survey • EL Needs Assessment

PTSA agenda. The Annual Parent Survey and the EL Needs Assessment is another source of soliciting feedback from parents. Parents also receive further training and opportunities to share their ideas through the survey relating to Birmingham's *Parent Involvement Policy (PIP)* and *Home-School Compact*. All mandated documents such as the Policy for Uniform Complaint Procedure, the PIP, and parent rights are updated and included in the annual Home-School Compact, the school website, and classroom postings.	• BCCHS Parent Involvement Policy • BCCHS Home-School Compact • BCCHS website
To further empower and inform our parent stakeholders, Adult ESL classes are offered. Recently, there has been a more concerted effort to identify and mentor parent leaders. PIQUE, now known as FACTOR, parent institute is an important part of this process. The program is offered during both semesters. Enrollment routinely reaches a maximum of 120 parents. Additionally, parents attend activities and meetings in which various members of the school team present important information about Birmingham and apprise families of the many resources available to them.	• Adult ESL calendar and rosters • FACTOR calendar and rosters

E3. Personal and Academic Student Support

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

Indicator 3.1: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

FINDINGS	SUPPORTING EVIDENCE
Students have access to specific grade level counselors, a part time dropout prevention counselor, a career counselor, a certificated college advisor, two psychiatric social workers, a classified college advisor, and a PSA counselor who attend to and address the personal needs of each student.	• Faculty job descriptions
Ninth and tenth grade counselors meet with their students individually and in groups on an ongoing basis to address different student needs including: transition from middle to high school, a-g and graduation requirement awareness, academic interventions including SSTs and mental health assessments, and promotion of a college and career culture. In addition to the above, 11th and 12th grade counselors ensure that students are in classes geared toward a-g completion as well as classes required for graduation.	• Sign-in sheets and Aeries documentation • SST team meetings

Enrichment opportunities are provided through the AP and Honors programs, SAS Program, CTE classes, and the option of enrolling in college classes at nearby universities and community colleges.

Students also have access to credit recovery through Accelerated Learning, an online program, as well as through classes offered by our local adult schools and occupational centers.

The dropout prevention counselor targets students who are at high risk of not graduating due to an extreme lack of credits. These students are met with and offered the opportunity to transfer to an alternative educational placement.

BCCHS' career counselor provides opportunities for all students to be involved in CTE pathway classes, work experience, college classes, and LAUSD's ROP program. The counselor also coordinates an annual career fair inviting community businesses from the six industrial sectors represented in BCCHS' career pathways to present to students. The counselor additionally provides students with information regarding local job openings including job titles, hourly rates, and experienced required for jobs correlated to the CTE pathways on campus.

The college counselor and college advisors work in tandem to provide students with a plethora of information regarding colleges, admission requirements, admission tests, and applications. They invite college representatives to make presentations to interested students several times per month. They also sponsor informational meetings in the evenings for parents and students.

BCCHS' psychiatric social workers are in the process of implementing a school wide teacher survey to identify at-risk students. Currently, they accept individual referrals from counselors for assessment and treatment.

BCCHS recently hired a PSA counselor to meet regularly with truant students and their parents to intervene in cases of chronic student truancy. The PSA counselor also conducts home visits to recover truant students.

Students with disabilities have access to services provided by the Special Education Administrator, Program Specialist, School Psychologist, SDP teachers, RSP teachers, paraprofessionals, Speech and Language therapists, Adaptive PE teacher, community-based instructors, DIS counselor, Occupational Therapist, Deaf and Hard of Hearing support provider, ERICS counselor, and other support staff.

The special education department ensures that all students with disabilities receive a free and appropriate public education. They review and maintain all IEP documents, ensure that services are provided, and make teachers aware of individual student needs. They monitor students for success and provide interventions when needed. All special education services and IEPs are documented and monitored in Welligent (an LAUSD tool).

- Master Schedule
- Student rosters

- Accelerated Learning Schedule
- Adult School Schedule

- Meetings with dropout prevention counselor
- Career counselor sign-in sheets
- Career Fair documentation
- Career information resources

- College Rep sign-in sheets
- Information Meeting sign-in sheets
- PSW Rosters and Sign-in sheets

- Letters to Parents
- Intervention documentation

- Student IEPs
- Meeting agendas and sign-in sheets

- List of faculty/staff in the Special Education Department and duties

The school nurse (RN) and LVN provide medical services to students who present with a need in the health office. Students have the ability to get physicals completed at school on specific dates as well as obtain hearing and eyesight exams. Prescription medication is held in the office for students to take throughout the day when presented with appropriate documentation from a medical doctor.	• Health Office sign-in sheets
BCCHS' homeless student population is documented, monitored, and served by the Homeless Liaison who also provides resources, e.g. school supplies and referrals for clothing, transportation, medical care, and food, for those students. The Homeless Liaison also refers students who are homeless to the academic counselor for academic monitoring.	• Documentation of monitoring
Note: All services described above are documented in the school's student information system, Aeries. The only exceptions are special education services which are documented in Welligent. Documentation of all services provides for the swift collection of data and reporting.	

Support and Intervention Strategies Used for Student Growth/Development

Indicator 3.2: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

FINDINGS	SUPPORTING EVIDENCE
During department meetings, teachers are encouraged to work collaboratively to develop and share instructional strategies and resources that address the many learning needs of our students.	• Department agendas and sign-in sheets
BCCHS has recently implemented co-teaching in the English and Math departments. In these classes, a credentialed content area teacher and a credentialed special education teacher co-plan, co-teach, and co-assess to meet the needs of special education students who are integrated into these content area classrooms.	• BCCHS master schedule • Co-Teaching training
Professional development sessions have been provided for all teachers to address: SDAIE strategies for ELs, Nearpod to enhance engagement during instruction, tiered vocabulary, and Google Suite tools. Specific groups of teachers have also received training in implementation of Achieve3000 to improve reading comprehension and EADMS to create informal and common formative assessments for departments, the online tool	• Professional development agendas and sign-in sheets

Specialized professional development sessions have been held in the Math and English departments to address the use of Interim Comprehensive Assessments (ICAs) and SBAC assessments with a focus on strategies to address the many learning needs of our students.	• ICA training sign-in sheets
School wide training was provided to all teachers for Direct Interactive Instruction (DII), the school's identified instructional engagement. All teachers new to BCCHS receive initial DII training by the end of their first semester of employment as well as a series of follow-up trainings provided by the Instructional Coaches.	• DII training agendas and sign-in sheets
New teacher cadre meets every Wednesday for first year teachers and on Thursday for second year teachers. The teachers review BCCHS policies and are given information and strategies for classroom instruction and classroom management.	• Cadre agendas and sign-in sheets
Students take Accelerated Learning (online) courses to make up the credits of courses they have failed. They may also take Accelerate courses to replace Ds to improve their chances of being accepted to a four-year university. For special education students, Welligent provides the ability for support providers to create benchmarks to measure progress of each student in areas identified on their IEPs.	• Accelerate class rosters • IEP documents • Welligent excel sheets
Teachers are also given the opportunity to earn Google Certifications to more effectively integrate technology into classroom instruction, enhance student learning, and provide additional avenues of access to rigorous content standards. In the past two years, teachers have been working to meaningfully integrate the use of other educational apps and software, e.g. Nearpod, Kahoot, Quizlet, into classroom instruction to check for student understanding and enhance the traditional learning experience.	• Google certification documents • Educational technology apps and software
The Achieve3000 reading program is used in 9th, 10th, and 11th grade English classes to increase the reading comprehension level of all students. Students complete these lessons, based on nonfiction reading selections, online both in and out of the classroom. Lessons include questions that require students to cite evidence in a manner similar to that used on SBAC test. Program assessments indicate student progress and growth.	• Teacher training agendas and sign-in sheets • Achieve3000 classroom reports
The Mathematics Department has developed midterms for Algebra 1, Geometry, Algebra 2, Trigonometry, and Statistics courses using the EADMS program. The purpose of these tests is to provide feedback to instructors regarding whether students are meeting standards as well as to prepare them for the SBAC. Using this program, teachers can create questions that are similar in format to those found on the SBAD Math test, e.g. open-ended questions, multiple choice questions, drag down questions, or questions that require multiple correct responses.	• Math course midterms • Student midterm results
All 9th and 10th grade students are enrolled in double block math courses. All 9th grade students and most 10th grade students are enrolled in double block English courses. This practice is used to provide additional support to	

FINDINGS	SUPPORTING EVIDENCE
freshmen and sophomores to increase their level of proficiency in both math and English and to, eventually, improve their SBAC scores. Students enrolled in double block courses go to their math and (possibly) English classes every day for 88 minutes per day. Two different grades are assigned: one reflects standards-based academic achievement and the other reflects student progress in skill mastery for the particular course.	• BCCHS master schedule

Support Services and Learning – Interventions and Student Learning

Indicator 3.3: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school wide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

FINDINGS	SUPPORTING EVIDENCE
Special education students are supported through a variety of services, relative to areas of need, adhering to law. A full-time school psychologist is assigned to manage IEPs and complete thorough evaluations that include teacher feedback, parent feedback, and informal and formal testing measures. A DIS counselor, speech therapist, and psychologist are available to respond to student needs identified on the IEP and support academic and social emotional success of students with disabilities.	• IEP documents • Welligent • Student evaluations
Grade level counselors follow up with students who have three or more fails in any one grading period. Some academies additionally use a mentoring system whereby low performing students are paired with a mentor teacher to improve student success. Tiered tutoring is available to all students before school, during class time, and after school. Academic progress is monitored by counselors throughout the school year, and students whose grades improve are acknowledged. Recognition is also given to students who initially earn high marks.	• Academy mentor list • Tutoring schedule • Counselor logs • Academy student recognition list
Study Skills classes are offered for special education students to provide them with additional academic support. Students are assigned to these classes as part of their school day. In addition to direct academic support, students may use this time to receive assistance with current class assignments, preparation for exams, and content-specific tutoring.	• Roster of Study Skills classes
EL students receive additional support in a number of ways: placement in English classes based on their English Language Development (ELD) level,	• Bilingual paraprofessional assignments

FINDINGS	SUPPORTING EVIDENCE
assignment of bilingual aides in ELD and academic content classes. Separate parent meetings are held to address the specific needs of this subgroup and are often focused reclassification (CELDT and SRI) requirements and academic support. Counselors perform graduation checks and a-g requirement checks for all students to ensure all students are making adequate academic progress. Students with high levels of academic achievement are offered the opportunity to earn college credit while in high school by taking community college courses on the BCCHS campus during the school day. The SAS coordinator and career counselor recruit and enroll students in college classes. Community college courses offered through the SAS program all meet IGETC requirements for admission to UC and CSU campuses. Many community college courses aligned to CTE pathways have been articulated with a specific community college.	• Student CELDT scores • EL student schedules • Parent meeting sign-ins • Counselor graduation sheets for students • SAS student rosters • Articulation agreements • BCCHS master schedule

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator 3.4: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

FINDINGS	SUPPORTING EVIDENCE
BCCHS' block schedule provides students with the opportunity to receive intervention when necessary, recover credits during the school day when necessary, and take advantage of additional elective offerings. Incoming 9th grade students are assigned blocked classes in English and math to support their transition from middle to high school, and thereby increasing the likelihood of their academic success. All 10th grade students are assigned double blocked classes in math and some 10th grade students are assigned blocked classes in English, again, to increase the likelihood of academic success.	• BCCHS master schedule
All students may participate in AP courses but are encouraged to confer with a teacher in that content area to determine if their level of readiness is appropriate for an advanced level course.	• AP Schedule and rosters
The School for Advanced Studies (SAS) provides opportunities for high achieving students to complete the high school curriculum and up to two years of college credits by the time they complete high school.	• SAS course calendar

FINDINGS	SUPPORTING EVIDENCE
Tutoring is available before and after school for students who need extra support. Additionally, in-class tutoring and support is provided through a targeted math intervention program to improve academic achievement of all students in math. Specialized tutoring is also available for EL students each morning and afternoon in a designated area to address the specific needs of EL students. BCCHS has been able to offer a summer school program to its students during each year it has been in operation. The summer school program is four weeks in length and allows for both credit recovery and enrichment. Students have the opportunity to take a maximum of two three-hour classes during summer school.	• Tutoring schedule • EL Tutoring schedule • Summer school data in Aeries

Co-Curricular Activities

Indicator 3.5: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

E3.5. Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and school wide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

FINDINGS	SUPPORTING EVIDENCE
There are fifty-eight student-run clubs on campus that provide opportunities for students to develop collaboration, leadership, and budgeting skills. Additionally, these clubs provide a way for all students to be included and connected to the BCCHS community. Students are given space to express themselves outside of their academic work through an extracurricular activity of their own choosing. All clubs teach students how to work together, plan, and execute plans to meet a goal. Some clubs require a GPA of at least 2.0 while other clubs are strictly for fun and connect students to the school at large by providing them a place to feel included.	• Club minutes, agendas, sign in sheets, pictures
Incoming seniors must apply to participate in the Knights and Ladies Club, an organization dedicated to community service. As a member of the organization, students perform community service activities both on campus and in the community. For example, students in Knights and Ladies host school wide blood drives, serve as group leaders for incoming freshmen at Freshman Orientation, assist with Back to School Night, and perform other school functions. While participating in the club, students must maintain a 3.0 GPA.	• Knights & Ladies roster, GPA, roster of community service hours
One-third of BCCHS' student population is involved in sports throughout the school year. BCCHS boasts the largest athletic program in the area and	• Athletics rosters • Athlete grade reports

offers team participation in the following sports: football, baseball, lacrosse, basketball, volleyball, golf, soccer, wrestling, tennis, swimming, cross country, water polo, and softball. Student athletes must maintain a GPA of 2.0 to participate on an athletic team, and coaches check grades at the ten-week progress report and the final semester report card. Athletics is a program that helps students stay connected to school.

Cheerleading is currently offered as both an elective and a sport. Cheerleaders are required to be good citizens and maintain a 2.5 GPA. Cheerleaders that do not meet the requirements are placed on probation and given the opportunity to improve. Additionally, cheerleaders participate in competitions which foster teamwork and collaboration among the squad.

- Cheerleading rosters
- Cheerleader grade reports

The Associated Student Body (ASB) is an extremely active organization on campus and promotes a positive school culture and climate. ASB teaches students how to run a business, maintain a budget, oversee other clubs on campus, and develop strategies to include all students in school activities.   In addition to dances and pep rallies, ASB sponsors activities that promote philanthropy including: granting "wish" gift to students, recognizing staff who contribute positively to school climate, placing the names of all students on paper flowers around campus, and organizing a penny drive to donate to organizations that fight leukemia. Students are required to maintain a 2.5 GPA and have good citizenship to be in the organization.

- Minutes, agendas, applications to participate in ASB, student grades

In addition to ASB, each grade level has a club that functions as a business and teaches students to raise funds, manage club finances, and execute a plan to reach a stated goal. Each grade level is responsible for planning and executing one dance a year; seniors plan the prom, juniors plan the Homecoming Dance, sophomores plan the Winter Formal, and freshman plan the Sadie Hawkins dance. Students organize, plan, execute, and clean up after the dance and are responsible for all aspects of the event from beginning to end. They learn to collaborate with each other, connect with outside businesses, and execute their plans to make a profit.

- Grade level club rosters, agendas, minutes, applications for club officers

Following is a list of clubs currently offered at BCCHS: Pride Club, CAL Senate, Lady Patriots Volleyball, Patriots Dance, Junior Council, Band & Guard, Digital Media, Film Club, Academic Decathlon, Animation, Thespian Society, BCCHS Gamers, Sports Medicine, Circle of Friends, Lit Jesus, Photography, BCCHS Yearbook, French Club, Patriots Poet Society, Choir Club, Divergent Explorations, Comic Club, Culinary Club, Feed the Mouth, Hiking Club, Lit Journal, Culinary Arts Club, Forensic Club, Debate Club, L.U.C.E.S., Psychology Club, Love Army, Ping Pong Club, Bakeology, Reaching Out Club, Animal Lovers, Women in STEM, Anime Club, Networking Club.

- Club list (ASB documents)

All clubs are required to have meeting dates, a club constitution, budget, agendas and minutes. Some clubs raise funds which requires club approval, then approval from ASB.	• Club constitution, minutes, agendas, sign in sheets

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical student learning needs)

BCCHS enjoys a vibrant school culture in which all students are invited to participate. A multitude of extracurricular programs are available to all students in the areas of athletics, instrumental music, vocal music, drama, student leadership, and clubs. BCCHS has also created a well-functioning system to support the emotional and psychological well-being of students. The school employees and numerous mental and physical health staff members work in concert to identify and support the emotional and psychological health of all students. Similarly, BCCHS is committed to ensuring that all students are college and career ready and, again, employs numerous staff members to specifically support that commitment. All students have access to a robust and rigorous course catalog and are guided by the college and career staff members to develop a plan to achieve their post-secondary goals.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Began implementation of school wide P.B.I.S. as a Tier I intervention support in 2017-18

- Increased student participation at BCCHS as evidenced by rosters of athletic programs, leadership and governance programs, school activities, clubs, ASB, community service, and school competitions

- Increased opportunities for parent involvement, feedback, attendance and participation in school events, support, and decision making

- Created a comprehensive student support system for academic, personal, and social/emotional needs to support success for all students

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Increase the number of parents who participate and attend the numerous events and activities made available to parents and families

- Effectively decrease chronic absenteeism – currently at 20% per the BCCHS Dashboard

- Fully implement PBIS school wide – currently at Tier 1 implementation level

Prioritized Areas of Growth Needs
from
Categories A through E

- Implement initiatives and practices to improve student cognitive engagement and instructional rigor
    - Implement UDL
    - Improve Engagement and Rigor

- Improve Instructional Focus for underperforming subgroups
    - Increase reclassification rate and SBAC achievement for English Language Learners
    - Increase SBAC achievement for Special Education students
    - Increase inclusive opportunities for SWDs through effective co-teaching in ELA, math, history, and science classrooms
    - Provide additional academic support for African American students

- Improve math achievement for all students
    - Increase number of students enrolled in higher level of mathematics
    - Increase Math SBAC scores for all students
    - Continue to provide ongoing instructional support for math teachers
    - Provide additional tutorial support for students in Mathematics

- Continue implementation of Next Generation Science Standards in all science courses to reflect changes in science curricula and to provide support to mastery of Math Practice Standards including
    - Teacher training
    - Development of formative assessments
    - Development of science course curricula and sequence

- Create metrics to determine the effectiveness of BCCHS' educational programs and curricula with respect to preparation of students, particularly in identified subgroups, for post-secondary college and career choices
    - Increased a-g completion rate
    - Increased English learner reclassification rate
    - Increased participation in SAT, AP, and career pathways

- Align courses within departments both horizontally and vertically throughout the school (developing common summative assessments in all courses)
    - More systematic use of formative assessments to measure student learning progress

- Continue to offer a variety of CTE pathways to provide industry-related information and real world experiences to students

- Further develop interdisciplinary lessons and projects that integrate standards from two or more content areas and/or integrate academic and career technical education standards to provide cross-curricular connections and greater access to all students

- Expand Google Suite implementation school wide to effectively integrate technology into teaching and learning

- Regularly collect and analyze student data in a systematic manner and use to make program and policy decisions
  - Maintain low suspension and expulsion rate
  - Improve Chronic Absenteeism

- Continue to practice shared decision making processes collaboratively with all stakeholders

- Continue to improve communication with stakeholders
  - Between teachers and families
  - Increase parent engagement

CHAPTER 4

SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

CHAPTER 4: Summary from Analysis of Identified Critical Student Learning Needs

BCCHS' 2012 Self-Study Report highlighted three critical student learning needs: improve students' knowledge and use of academic vocabulary in all content areas, advance students' knowledge and skills needed to be successful in post-secondary pursuits, and increase students' critical thinking skills in all content areas. Action steps to address those critical student learning needs were included in the school's 2012 Action Plan. In the six-year period since that report was published, BCCHS has implemented programs, policies, and practices to support improvement of the identified critical student learning needs and has consistently monitored student data to determine the effectiveness of those implementations.

Over the course of the last three years during the LCAP development process, the BCCHS faculty and administrative staff have regularly examined data from multiple sources to identify current student learning needs. Through that process, BCCHS identified three student subgroups that exhibited academic performance levels below the school wide levels and, in some cases, below the corresponding performance level for the State of California: English Learners, Students with Disabilities, and African American students. Additionally, examination of student performance levels on SBAC and SBAC-aligned formative assessments (ICAs, PSAT, and EADMS) clearly indicated that all students, regardless of subgroup designation, are performing below the average math achievement level for the State of California. The school's current self-study substantiated these findings and led to the identification of three critical student learning needs: improve students' critical thinking skills in all content areas, increase college and career readiness for all students, and improve overall student climate.

Critical Student Learning Need #1 – Improve critical thinking skills to support academic proficiency for all students as measured by SBAC ELA, SBAC Math, CAST, and PSAT scores and EL reclassification rates

Indicators	2014-15	2015-16	2016-17
SBAC ELA	• **State average – 56% met or exceeded** • 42% met or exceeded school wide • SWD – 13% met or exceeded • EL – 0% met or exceeded • African American – 28% met or exceeded	• **State average – 59% met or exceeded** • 64% met or exceeded school wide • SWD – 18% met or exceeded • EL – 11% met or exceeded • African American – 52% met or exceeded	• **State average – 60% met or exceeded** • 63% met or exceeded school wide • SWD – 17% met or exceeded • EL – 2% met or exceeded • African American – 46% met or exceeded
SBAC Math	• **State average – 29% met or exceeded** • 13% met or exceeded school wide • SWD – 0% met or exceeded	• **State average – 33% met or exceeded** • 26% met or exceeded school wide • SWD – 6% met or exceeded	• **State average – 32% met or exceeded** • 24% met or exceeded school wide • SWD – 0% met or exceeded

	• EL – 5% met or exceeded • African American - 2% met or exceeded	• EL – 8% met or exceeded • African American – 17% met or exceeded	• EL – 3% met or exceeded • African American – 18% met or exceeded
CAST	• No data available	• No data available	• No data available

PSAT-NMSQT	• Data not aligned to SBAC	• Data not aligned to SBAC	• 11th Grade
			   o 41% English proficient
			   o 16% Math proficient
			• 10th Grade
			   o 35% English proficient
			   o 16% Math proficient

EL Reclassification	• 0%	• 18%	• 19%

Students scoring at the "standards met" or "standards exceeded" levels on the SBAC ELA and SBAC Math assessments are considered to be proficient in those content areas and on track with respect to having the knowledge and skills necessary to be college and career ready. While the school wide percentage of BCCHS 11th grade students meeting or exceeding the standards on the SBAC ELA assessment has increased or been statistically static in the past three years and surpassed the State average in each of the last two years, students in the identified subgroups (SWD, EL, African American) have performed below the BCCHS school wide rate and well below the State average for all three years. Similar trends are seen in the SBAC Math performance of identified subgroups for the same three-year period, however, there are differences in the school wide trend for Math performance. The school wide percentage of BCCHS 11th grade students meeting or exceeding the standards on the SBAC Math assessment has increased over the past three years, however, it has never exceeded nor matched the State average during that time. When it becomes available in the spring of 2018, BCCHS will use data from the 11th grade CAST (California Science Test) scores as an additional indicator of students' academic proficiency.

As of fall 2016, the PSAT-NMSQT was aligned to the SBAC ELA and SBAC Math assessments and, therefore, provides additional information about student proficiency levels in those content areas. It has been BCCHS' practice to administer the PSAT-NMSQT to its 10th and 11th grade students; in the fall of 2017, BCCHS administered the PSAT-NMSQT to all 9th, 10th, and 11th grade students and plans to continue this practice. Consequently, PSAT-NMSQT data can also provide critical information about the progress of both 9th and 10th grade students toward expected proficiency in 11th grade. In the 2016-17 school year, BCCHS' 11th grade students scored lower in both ELA and math than their eventual SBAC scores in the same year. Since that test was administered during the fall semester, BCCHS was able to implement several intervention practices (see below) that, in part, accounted for SBAC scores higher than PSAT scores for the same students in the spring semester.
- SBAC Math preparation classes
- Administration of ICAs and other standards mastery monitoring assessments
- SBAC information sessions and assemblies for both parents and students

At BCCHS, English Learners (ELs) must meet the following requirements to reclassify:
1. Overall CELDT score of 4 or 5
2. SBAC ELA threshold scaled score of at least Level 2 OR lexile level of Basic as measured by Scholastic Reading Inventory (SRI)
3. Teacher recommendation

While BCCHS disputes the reclassification rate indicated on the CDE's Data Quest for the 2014-15 school year, it is clear that the school's reclassification rate has increased over the last three years and is currently slightly higher than the State, County, and District reclassification rates. Nonetheless, BCCHS has developed a plan and committed resources to increase its classification rate even further as ELs continue to perform lower than the school wide levels on both the SBAC ELA and SBAC Math assessments.

The BCCHS Action Plan (Chapter 5) and the BCCHS LCAP both provide descriptions of the policies, programs, and practices that will be/are being implemented to address this first identified critical student learning need.

Critical Student Learning Need #2 – Increase college and career readiness for all students as measured by A-G completion rate, AP pass rate (score of 2 or higher), PSAT scores, and CTE pathway completion rate

Indicators	2014-15	2015-16	2016-17
a-g completion	• State: 42% • 22%	• State: 43% • 32%	• State: 45% • 41%
AP pass rate (score of 3 or higher)	• 47% (p.32)	• 45% (p.32)	• 49% (p.32)

PSAT-NMSQT	• Data not aligned to SBAC	• Data not aligned to SBAC	• 11th Grade
			   ○ 41% English proficient
			   ○ 15% Math proficient
			 • 10th Grade
			   ○ 34% English proficient
			   ○ 16% Math proficient

CTE pathway completion	• No data available	• No data available	• No data available

Students seeking admission to universities in either the University of California system or the California State University system must meet a set of requirements known as the a-g requirements. BCCHS considers students who have fulfilled these requirements as being both college and career ready. While the a-g completion rate of each BCCHS graduating cohort has steadily increased over the past three years, BCCHS' completion rate remains below both the State and district rates. Similarly, BCCHS' AP score of 3 or better pass rate has increased during the same three-year period but remains lower than both the State and District rates. A score of 3, 4, or 5 indicates that a student is capable of doing the introductory-level work in a college course comparable to the AP course taken, but the College Board has recently announced that an AP score of 2 indicates that a student is generally prepared for college-level work. BCCHS, therefore, considers students who have earned AP scores of 2, 3, 4, or 5 as college ready.

A full analysis of BCCHS' PSAT-NMSQT data can be found above. BCCHS considers students who earn proficient scores for both English and math on the PSAT-NMSQT to be college ready. Current PSAT-NMSQT data indicate that slightly less than half of BCCHS' 11th grade students are proficient in English and one-third are proficient in math, far less than BCCHS' goal of full proficiency for all students. Career readiness, in particular, will be measured by the CTE pathway completion rate. BCCHS' initial CTE pathway completion rate is projected to be 25% for the 2017-18 school year.

The BCCHS Action Plan (Chapter 5) and the BCCHS LCAP both provide descriptions of the policies, programs, and practices that will be/are being implemented to address this second identified critical student learning need.

Critical Student Learning Need #3 – Improve overall school climate as measured by chronic absenteeism rate, suspension rate, expulsion rate, social-emotional health markers

Indicators	2014-15	2015-16	2016-17
Chronic absenteeism rate	• No data available	• No data available	• **State average: 11%** • **15%**
Suspension rate	• 3.4%	• 2.5%	• 2.4%
Expulsion rate	• 0.03%	• 0.0%	• 0.15%
California Health Kids Survey (CHKS)	• No data available	• No data available	• Experience chronic sadness or hopelessness in the last 12 months – 28% (average across grade levels) • Have considered suicide in the past 12 months – 11% (average across grade levels) • Have experienced cyberbullying at least once in the last 12 months – 14% (average across grade levels)

BCCHS contends that students who attend school regularly, form positive connections with school staff, and participate in school activities are more likely to be academically successful. BCCHS' chronic absenteeism rate is higher than both the State and District rates and is most likely contributing to low academic achievement for the students contributing to that rate. Despite BCCHS' low suspension and expulsion rates, the data represent time students are not in school which, again, affect academic achievement. The CHKS revealed that a small but significant number of students have experienced chronic sadness, have considered suicide, or have experienced cyberbullying during the past 12 months which, again, have a potentially negative effect on academic achievement.

The BCCHS Action Plan (Chapter 5) and the BCCHS LCAP both provide descriptions of the policies, programs, and practices that will be/are being implemented to address this third identified critical student learning need.

CHAPTER 5

SCHOOLWIDE ACTION PLAN
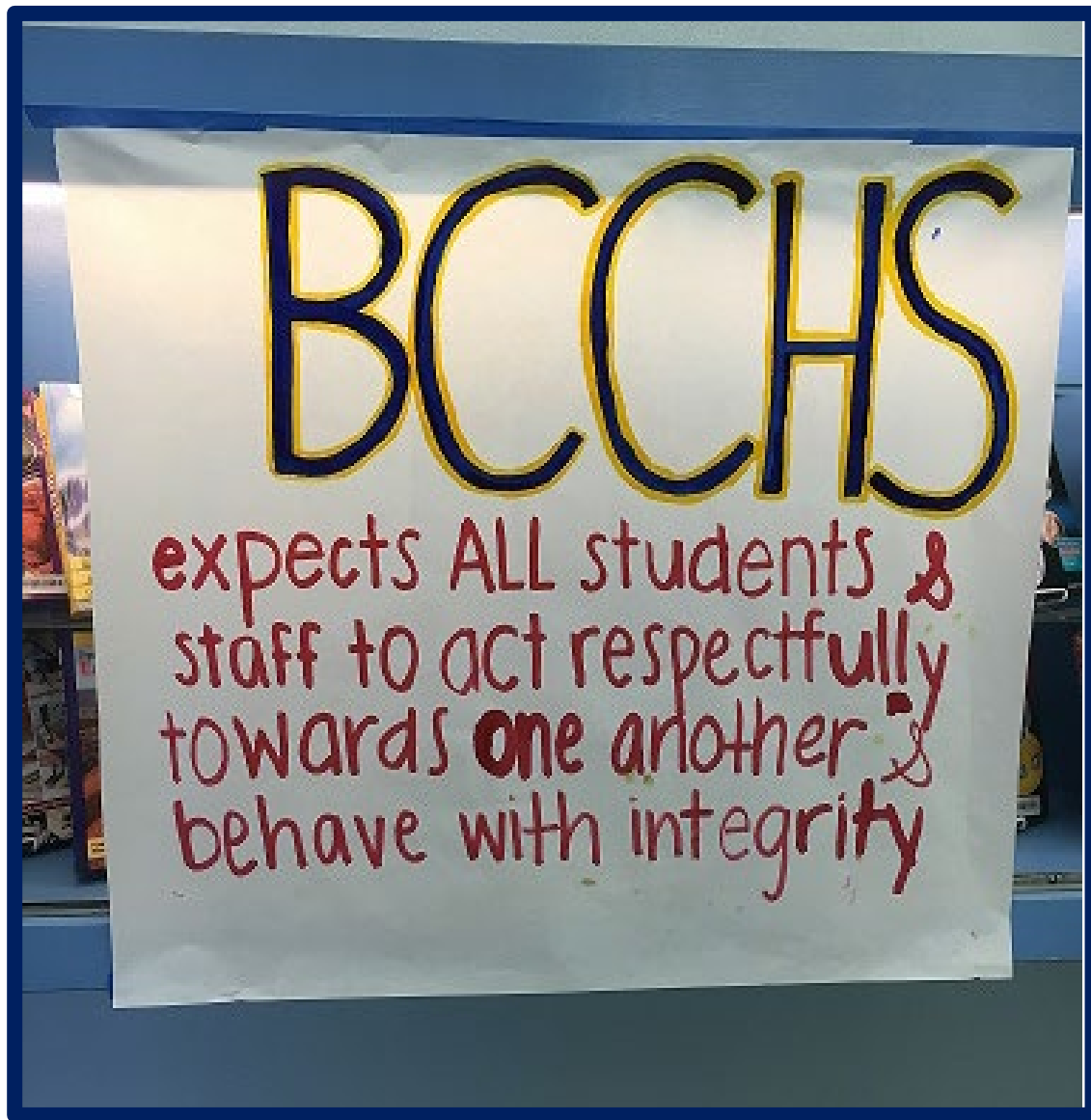
GOAL 1: Proficiency for All

Critical Learner Need No. 1

Develop and implement systematic school wide instructional practices aligned to CA Content Standards to support development of critical thinking skills that will increase the number of students who meet or exceed the proficiency level on the SBAC ELA, SBAC Math, and CAST assessments.

Supporting SLOs: Critical Thinkers, Academic Achievers, Effective Communicators

Rationale: SBAC data indicates that students in all subgroups, but especially those in SWD and EL subgroups score, at or below the State averages in Math. Furthermore, ICA and PSAT data indicate that less than 50% of our students are meeting the standard. We will focus relentlessly on the following growth targets to support students' academic achievement.

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
1a. Provide ongoing professional development that promotes higher critical thinking skills with the ultimate goal of increasing the percentage of students scoring at or above proficient on SBAC ELA and Math. Topics to include: • Instructional practices • Direct Interactive Instruction (DII) • Differentiation • Universal Design for Learning (UDL) • Student engagement strategies	• Instructional Coaches • Department Chairs • Administrators	Dedicated funding Dedicated time Educational Experts/Consultants Instructional materials Technology Professional conferences	SBAC data EL reclassification ICA data EADMS data Analysis of student work Feedback from instructional rounds C or better course passage rate	Ongoing	School Stakeholders o Board presentations o Department meetings o Committee meetings o Faculty meetings o Emails o Conference report-outs Community Stakeholders o SARC o Individualized SBAC results o Report cards o Aeries Student and Parent Portals

• Effective use of instructional time • Content rigor					

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
1b. Provide collaboration time for: • Sharing research-based best practices • Examining student assessment data to target areas of need demonstrated by SBAC, ICA, EADMS results aligned to CA content standards • Developing structures to engage students in learning • Examining student work to identify intervention and instructional needs • Developing standards-based lesson plans, projects, activities, and assignments aligned to SLOs	• All certificated personnel • Instructional Coaches • Department Chairs • Administrators	Dedicated funding Dedicated time • Negotiated professional development days • Shortened release days • Tuesday collaboration time Assessments • SBAC • ICAs • EADMS • Achieve3000 • Pearson Realize • MDPT • CELDT/ELPAC • SOLOM CAASPP Digital Library CA Frameworks Course pacing guides Professional literature	• Student achievement data (see Resources) • Analysis of student work • Feedback from instructional rounds • C or better course passage rate	Ongoing	School Stakeholders • Monthly calendars re: Tuesdays, early release • Email reminders • Department agendas • Meeting agendas Community Stakeholders • School late start/early release schedule (website) • ConnectED (school dialer) • Newsletter

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication

1c. Provide a full range of intervention and support mechanisms to increase the number of students scoring at or above proficient on SBAC ELA and Math including:
• School wide voluntary tutoring
• In-class tutoring
• Co-teaching
• Project-based tutoring
• Double-block ELA and Math classes
• SBAC support classes
	• Administrators
	• Teachers
	• Bilingual aides
	• Paraprofessionals
	• Counselors
	• Instructional Coaches
		BCCHS master schedule
		Dedicated funding
		Dedicated time
		Professional development
		Alternative support vendors
		Educational consultants
		Online assessment tools
		Educational software and apps
		Instructional materials
			• C or better course passage rate
			• SBAC student achievement data
			• Grade level promotion rates
			• EL reclassification rate
			• Assessment data
			  ICAs
			  EADMS
			  Achieve3000
			  Pearson Realize
			  MDPT
			  CELDT/ELPAC
			  SOLOM
				Ongoing	School stakeholders
					• Faculty meetings and emails
					  Policies and opportunities
					  Tutoring schedule
					  Sign-up form
					• Social media
					• Tutoring flyers
					• Student class schedules
					
					Community stakeholders
					• Tutoring schedule
					• Newsletter
					• BCCHS website
					• Report cards
					• Aeries Student and Parent Portals

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication

1d. Refine and calibrate a comprehensive system to improve effectiveness of instructional practices in all classrooms. School wide instructional support for this process to include:
• Professional development for teachers
• Professional development for administrators
	• All teachers
	• Instructional Coaches
	• Administrators
	• Department Chairs
	• Human Resources Director
		• Dedicated funding
		• Dedicated time
		• CA Standards for the Teaching Profession
		• Danielson Learning and Teaching Framework
		• Certificated evaluation tool and rubric
			• Qualitative data, e.g. surveys
			• Quantitative data, e.g. SBAC
			• Feedback from instructional rounds
			• Number of self-initiated peer-to-peer observations
				Ongoing	School stakeholders
					• Observation cycle calendar
					• BCCHS-UTLA Collective Bargaining Agreement
					• Faculty meetings
					• One-to-one communication
					  -Peer-to-peer
					  -Administrator-to-staff
					• Email

• Self-selected and supervisor-assisted professional growth goals for individual teachers • Systematic process of non-evaluative classroom observations • Department level professional development • Individualized instructional support/guidance		• Educational consultants/experts • Instructional materials • Training materials, e.g. videos • Professional literature			Community stakeholders • Newsletter • BCCHS website

GOAL 2: College and Career Readiness

Critical Learner Need No. 2

Implement policies and programs – concurrent college enrollment, AP course offerings, increased rigor in the classroom, information sessions to parents and students – to substantially increase college and career readiness rates for all BCCHS students.

Supporting SLOs: Critical Thinkers, Academic Achievers, Effective Communicators

Rationale: Our A-G completion rate is below the state and LAUSD averages. Also, our CTE completion rate is projected to be 25%. Furthermore, our AP passage rate and SAT average scores are below the state and national averages. Finally, our four-year college acceptance rate is 35%.

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication

2a. Develop and implement school wide program to support development of students' 21st century workforce skills. Program to include:
Digital literacy skills
   Microsoft Suite
   Google Suite
   Keyboarding
Digital citizenship skills
   Email etiquette
   Social media
   Cyberbullying
   Internet safety
   Ethics
   Online protocols
Online research skills
	• Administrators
	• All teachers
	• Department Chairs
		• Classroom hardware
		• Digital citizenship software
		• Educational software and apps
		• Educational consultants
			• Number of teachers attaining Google certification
			• Number of students attaining Google certification
			• Number of students attaining digital citizenship certification
			• Reduction in number of disciplinary actions related to
				Ongoing	School stakeholders
					• Parent-Student Handbook
					• Surveys
					• Course syllabi
					• Freshman Orientation
					• Sophomore Orientation
					• Acceptable Use Policy document
					
					Community stakeholders
					• Parent-Student Handbook
					• Surveys
					• Website
					• Freshman Parent Orientation
					• Freshman Parent meetings

			digital citizenship protocols		• Sophomore Parent Orientation
			• Number of students attaining MOS (Microsoft) certification		• Sophomore Parent meetings
					• Acceptable Use Policy document
			• Number of teachers consistently using Google Classroom		

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
2b. Strengthen and increase number of relationships and/or partnerships with post-secondary educational institutions to: • Provide students with assistance and guidance in pursuing post-secondary educational goals and options • Provide students with opportunities to experience college "culture" (field trips) • Provide students with opportunities to earn college credits while in high school (dual enrollment) • Provide students with opportunities to participate in academic and work-based	• College Advisors • Career Counselor • Academic Counselors • Academy Lead Teachers • CTE Teachers • Teachers • Administrators	• Dedicated Funding • Post-secondary educational institutions (MOUs, Articulation agreements) • Career and college planning literature • Student Individualized Graduation Plans • College/university representatives • College level instructors, professors, administrative staff • CTE Advisory Boards	• Data from Individualized Graduation Plans • Number of seniors applying to 2-year colleges • Number of qualified seniors applying to 4-year universities • Number of students earning college units in high school • Average number of college units earned per student • Student attendance data from:	Ongoing	School Stakeholders • BCCHS master calendar • BCCHS website • PA announcements • Student summons • Flyers posted on school bulletin boards Community Stakeholders • Newsletter • Information Nights • BCCHS website • IGP (Individualized Graduation Plan) meetings • Academy parent notifications • College and Career Center calendar and updates • ConnectEd

			College visits College fairs College rep presentations College workshops One-day college field trips Multi-day college field trips		• Aeries Parent Portal
learning activities on college/university campuses					

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
2c. Strengthen and increase number of relationships and/or partnerships with community businesses to: • Assist with the development of career pathway sequences based on current industry expectations • Provide students with real-world career experiences, requirements and demands • Provide students with industry contacts that can assist with pursuing post-secondary career goals and options • Provide students with real-world job shadowing opportunities and short-term internships	• Career Counselor • Academic Counselors • CTE Consultant • Academy Lead Teachers • CTE Teachers • Teachers • Administrators	• Dedicated funding • Community business partners • CTE Advisory Boards • Community College instructors • CTE Model Standards • Bureau of Labor and Statistics documents • Encino Chamber of Commerce • EDD (Employment Development Department) documents	• Number of students participating in job shadowing/internships • Number of students participating in career-related field trips • Number of community partnerships • Number of guest speakers • Number of students participating in work experience • Number of students participating in work-based learning activities	Ongoing	School Stakeholders • Career Center flyers • PA announcements • BCCHS Career Pathway literature • Guest Speaker log • Field Trip log • CTE Professional Development notification Community Stakeholders • Newsletter • BCCHS Career Pathway literature • Job posting board • BCCHS website

			Results from Career Assessment/Interest Inventory		

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
2d. Provide a range of post-secondary planning support (education and work-based) to all students and parents.	• Academy Lead Teachers • Special Education Administrator and Support Staff • College Advisor • Career Advisor • Counselors • Targeted Student Population Counselor • Teachers • Administrators • School for Accelerated Studies (SAS) Advisor	• College representatives • Business partners • Post-secondary educational institutions • SELPA COPS (Charter-Operated Programs) • Guest speakers • Post-secondary support personnel • College Board • NACAC documents and personnel • WACAC documents and personnel • CTE Advisory Boards • NCAA documents and personnel • BCCHS A-G course list • BCCHS AP and Honors course list	• Individual Graduation Plans (IGPs) • A-G enrollment school wide and significant subgroups • A-G completion school wide and significant subgroups • CTE enrollment school wide and in significant subgroups • CTE completion school wide and in significant subgroups • College course enrollment • College course passage rate • AP Exam enrollment • AP passage rate • Graduation rate	Ongoing	School Stakeholders • SAT/ACT results reports • IGP meetings • Aeries Student Portal • IEP meetings • Faculty meetings • Academy meetings • Classroom presentations • Counselor interactions with students • Counselor meetings Community Stakeholders • Report cards • Aeries Parent Portal • IGP meetings • IEP meetings • Information Nights • Career Days • College Fairs • Newsletter • BCCHS website • College Field Trip calendar

			• Number of D, F, I per course • Number of students applying to post-secondary educational institutions • Number of students admitted to post-secondary educational institutions • SAT participation rate • SAT mean score • ACT composite score • Number of parents participating in college field trips		

GOAL 3: School Climate

Critical Learner Need No. 3

Implement policies and programs – Positive Behavioral Interventions & Supports (PBIS), alternatives to suspension, attendance incentives, character development – to significantly improve school climate by supporting student attendance and behavior

Supporting SLOs: Critical Thinkers, Academic Achievers, Responsible Citizens, Effective Communicators

Rationale: CHK Survey indicates that 25% of BCCHS students experience chronic sadness or hopelessness
BCCHS chronic absenteeism rate is at 14.9%.
CHK Survey also indicates that 10% of BCCHS students consider suicide.
CHK Survey indicates that 21% of BCCHS students have experienced bullying or cyberbullying

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
3a. Continue with implementation of PBIS school wide to improve classroom culture and utilize proactive measures to improve student behavior. Action steps to include: • Training for teachers • Training for classified staff • Develop classroom behavior matrices	• PBIS Team • Administrators • Deans • Teachers • Custodial staff • Office staff • Security staff • Counselors	• Dedicated funding • Student Support Committee • BCCHS R.E.A.C.H school wide behavior matrix • PBIS literature • PBIS training materials	• Number of classroom referrals to deans • Number of student-to-student conflicts • Number of classroom suspensions • Number of detentions • Number of R.E.A.C.H. tickets redeemed • School climate survey results • CHK Survey results	Ongoing	School Stakeholders • Faculty meetings • Professional development sessions • PA announcements • R.E.A.C.H. School-wide Behavior Matrix classroom posters Community Stakeholders • Newsletter • BCCHS website • Aeries Parent Portal

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
3b. Develop and implement programs and policies to support increased attendance rates including: • Attendance incentives • Personnel and resources to reduce chronic absenteeism, particularly among targeted subgroups • Parent awareness • School-wide system of intervention for students with problematic attendance	• Student Services Committee • Pupil Services and Attendance Counselor • Teachers • Administrators • Counselors • Deans • Academy Clerks	• Dedicated funding • Dedicated staffing • Parent-Student Handbook • CDE School Attendance Improvement Strategies	• Monthly school-wide attendance rate • Monthly attendance rate for targeted subgroups • Among students identified as chronic absentees, number of courses passed per semester	Ongoing	School Stakeholders • Parent-Student Handbook • Counselor interactions with students • Dean interactions with students • PSA interactions with students Community Stakeholders • Aeries Parent Portal • Written notifications to parents • ConnectEd

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
3c. Investigate and implement proactive interventions to reduce suspension and expulsion (non-mandatory) rates including: • Anger management programs • Classroom PBIS protocols • Anti-drug, violence, bullying assemblies for students	• PBIS team • Deans • Teachers • Administrators • Counselors	• Dedicated funding • Dedicated staffing • PBIS literature • PBIS training materials • Community agencies • Anti-drug, violence, and bullying organizations	• Number of student-to-student conflicts • School-wide suspension rate • Targeted subgroup suspension rate • School wide expulsion rate • Targeted subgroup expulsion rate • Number of students participating in	Ongoing	School Stakeholders • Parent-Student Handbook • Counselor interactions with students • Dean interactions with students • PSA interactions with students • Faculty meetings Community Stakeholders • Parent meetings

			anger management programs • Number of students participating in anti-drug, violence, bullying programs		• Written notifications to parents

Description of Specific Actions to Improve Student Performance	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Communication
3d. Develop and implement programs and practices to increase awareness of and reduce cyberbullying between students.	• Counselors • Deans • Academy Lead Teachers • Teachers • Administrators	• Dedicated funding • Dedicated staffing • PBIS literature • PBIS training materials • Community agencies • Anti-drug, violence, and bullying organizations	• CHK Survey results Cyberbullying Chronic sadness Chronic depression • School climate survey results • Number of students reporting cyberbullying • Number of suspensions re: bullying or cyberbullying	Ongoing	School Stakeholders • Parent-Student Handbook • Counselor interactions with students • Dean interactions with students • Faculty meetings • Anti-drug, violence, bullying assemblies Community Stakeholders • Parent-Student handbook • Anti-drug, violence, bullying assemblies and flyers • Newsletters