



ACS WASC/CDE MID-CYCLE PROGRESS REPORT

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

2018-2021

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Preface: Impact of COVID-19 Pandemic

The impact of the COVID-19 pandemic on Birmingham and its community is significant and complex. It involves economic, educational, and social-emotional issues. During the past 15 months, BCCHS continued its focus on accelerating student achievement, while also creating new systems of support for all stakeholders. Students and staff had to adjust quickly to online learning in a very compressed time frame without advanced planning. After the experience of Spring 2020, the school convened a planning committee to gather and evaluate feedback and data. They worked to leverage existing systems to address the unique challenges of distance learning for a predominantly socio-economically disadvantaged student population.

In Fall 2020, BCCHS implemented a comprehensive Distance Learning Plan to identify and address the needs of each stakeholder group. The Plan outlines Birmingham's response to these needs including our commitment and values and operational components of the programs at our school.

Over the past two years, there have been many enhancements to programs and school operating systems that have facilitated a timely response to the challenges emerging from the pandemic. The confluence of equipping students for 21st century learning and the acquisition of educational and monitoring technology platforms allowed Birmingham to pivot to the distance learning model that has been in place for the entire 2020-2021 school year. Recent developments and actions that significantly contributed to our response include:

- Launch of ParentSquare, the two-way school communication platform
- Provision of 1:1 Chromebooks for students
- Schoolwide adoption of Google Classroom
- Expansion of the leadership structure in shared-decision making to include faculty leaders
- New emphasis on social emotional learning needs

Through the work of the planning committee and input received through ongoing communication with stakeholders, challenges were identified, strategies and actions were developed, and financial, educational and human resources were allocated. The major factors impacting Birmingham's school community are:

- Translation of instructional schedule into the distance learning model
- Student engagement, the limitations of a distance learning model, and Zoom fatigue
- Socio-economic status of student population that is 86% disadvantaged
- Student mental health issues
- Remote communication
- Technology learning curve for teachers.

Birmingham has leveraged our strengths in the areas of social-emotional learning and community building, our multi-tiered system of support, the school's interventions, and technology support. Actions and strategies are detailed below. were implemented by using the existing programs and systems to address these challenges and include adjustments to the bell schedule, provision of additional technology to students, increased IT support, enhanced student and family social emotion support, and establishment of a teacher-led Technology Committee.

I: Student & Community Profile

The Community

Birmingham Community Charter High School (BCCHS) is an independent, comprehensive 9-12 grade charter high school located in the Lake Balboa community of the San Fernando Valley. The campus extends across 76 beautiful acres of tree-lined and open spaces and has been known by locals as “The Jewel of the Valley” since opening as a secondary school back in 1953. On July 1, 2009, the LAUSD Board of Education voted to allow Birmingham to become an independent charter school. Since 2009, Birmingham has successfully completed the charter renewal process through two additional 5-year approval cycles. The current cycle extends our charter through 2024.

Our student body remains ethnically, racially, linguistically, culturally, and economically diverse. The student body in 2020-2021 is comprised of over 86% Hispanic students with 83% students eligible for free or reduced meals. Birmingham students come from 72 different zip codes with approximately 60% of all students residing outside of the traditional BCCHS attendance area. Birmingham draws students from over 45 middle schools. Historically, six nearby middle schools account for the largest source of our students. During 2021-21, Mulholland MS, whose campus is adjacent to Birmingham’s, accounted for 29.2% of our current students, while Portola MS and Holmes MS accounted for 8.1% and 7.2%, respectively, in the distant second and third positions.

Mission, Vision, Values and Learning Outcomes

BCCHS has a clearly stated vision and mission 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 schoolwide learner outcomes and the California content standards for academic success.

The vision statement of BCCHS reflects a commitment by the stakeholders to support the differentiated needs of each student within an instructional program that prepares them for their future. This vision reflects our commitment to a school culture of inclusiveness and belonging for every student. Birmingham’s learning environment is structured so that BCCHS graduates will be prepared for the college or career of their choice, and that they will be efficacious, empathetic, compassionate community stewards capable of critical thinking and problem solving.

During the 20-21 school year, Birmingham released its collective values after collaboration over an 18-month period. These values are the foundation which informs everything we do and provides clarity of purpose. Our value statements serve as the opener of all school meetings and gatherings and are the foundation from which shared decision-making occurs. These statements answer the question, “What are we trying to do at Birmingham?” As Birmingham continues its ongoing effort to ensure alignment between actions and values, the expected student outcomes

may be reconsidered or refined. At this time, they remain those identified in our 2018 WASC report. Our vision, mission, values statements, and expected student outcomes are supported by the governing Board and community stakeholders.

Vision: Our students will feel safe, supported, seen, respected, challenged, and worthy, so they bring forward their best self and live their best life.

Mission: We will meet all of our students' needs within our sphere of influence, and we will leverage the assets of our community to address those needs outside our sphere of influence. We will use data, both qualitative and quantitative, to identify the students who most need our support, to determine if what we are doing is working, and to distribute our resources to those areas that will have the highest impact.

Values:

1. We value **equity and choice** because we know that with support and equal opportunity, our diverse and talented students can achieve their maximum potential.
2. We achieve **excellence** through **perseverance and growth**.
3. We demonstrate **compassion** and provide support through empathy, respect and flexibility and being considerate of the needs of others.
4. We value and foster **positive relationships** in our community to enhance student learning.
5. We value **curiosity and ongoing improvement** to meet and adapt to our students' needs.

Expected Learner Outcomes:

Birmingham students are expected to graduate as:

- Critical Thinkers
- Academic Achievers
- Responsible Citizens
- Effective Communicators

Educational Program

As an independent charter high school, all stakeholders understand the opportunity and responsibility to leverage our autonomy to tailor our programs and support to the unique needs of our students. Collectively, we share the goal to continuously grow as educators, strengthen our community, and increase real-world learning opportunities to bring out the best in every BCCHS student.

To this end, Birmingham is a school that promotes the well-rounded development of all students. Our staff works hard to encourage students to get involved. The multitude of opportunities is one of the strengths of our school. Being well-rounded is our hallmark, but first and foremost, Birmingham is an academic institution that provides a vast array of rigorous college and career preparation opportunities. The school's comprehensive program provides an

environment conducive to high student achievement and a customized and accountable learning program. BCCHS provides a variety of extra-curricular activities, clubs, and athletics to serve the social, emotional, and physical needs of all students. Schoolwide standards for student behavior are perceived by students and staff members to be fair and equitably enforced.

Enrollment

BCCHS takes great pride in the increased number of students who select BCCHS as their school of choice. For the past several years, Birmingham has had a waiting list of between 200-500 students with demand surpassing our capacity. Concurrently, the Los Angeles Unified School District (LAUSD) has experienced significant student enrollment declines. BCCHS has demonstrated the ability to attract and retain students who have many other enrollment options. Several factors contribute to BCCHS' sustainability including:

- Academies Structure
- School for Accelerated Studies program
- Performing and Fine Arts Program
- High graduation rate
- Positive CA Dashboard trends related to specific subgroups
- Extensive counseling supports
- Sports program
- Educational technology provisions for students (1:1 Chromebooks)
- Ongoing IT support for students and families

Preliminary data for 2021-21 indicates that enrollment will be sustained and is not negatively impacted by the pandemic.

Total Enrollment (2017-2021)				
	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>
BCCHS (9-12)	3,154	3,165	3,065	3,159
LAUSD (K-12)	621,414	607,723	596,937	N/A

Enrollment by Ethnicity

The majority of our student population is Hispanic and this trend has remained relatively constant with a two percentage point increase from 84.7% in 2017-18 to 86.5% in 2020-2021. During the same period, the African American population has remained steady, while the White population has decreased a few percentage points from 6.0% in 2015-2016 to 4.4% in 2020-2021. Asian and Filipino populations have also decreased slightly.

Enrollment by Ethnicity (2017-2021)					
Subgroup		2017-2018	2018-2019	2019-2020	2020-2021
African American	No.	128	155	143	135
	%	4.0	4.9	4.7	4.3
AI/Ask	No.	0	2	3	2
	%	0.0	0.1	0.1	0.1
Asian	No.	43	31	34	31
	%	1.4	1.0	1.1	1.0
Filipino	No.	69	79	65	66
	%	2.2	2.5	2.1	2.1
Hispanic or Lation	No.	2670	2664	2630	2731
	%	84.7	84.2	85.9	86.5
Pacific Islander	No.	5	5	5	3
	%	0.2	0.2	0.2	0.1
White (not Hispanic)	No.	187	172	131	140
	%	6.0	5.4	4.3	4.4
Multiple or Not Reported	No.	52	57	50	51
	%	1.7	1.8	1.6	1.6
Total Enrollment		3154	3165	3061	3159

Enrollment by Program

English Learners

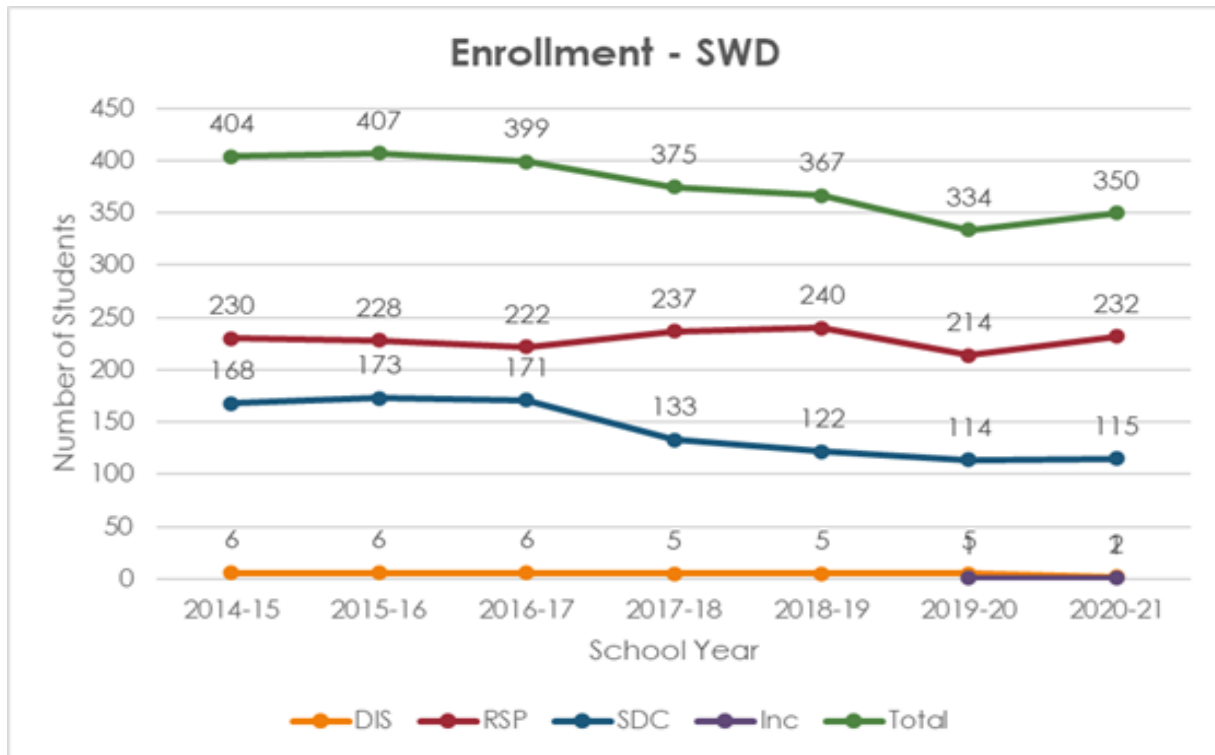
During 2020-21, Birmingham had 237 English Learners who account for 7.5% of total school enrollment. 92.8% of English Learners have Spanish as their home language. English Learners comprise over 20 home languages. The second largest primary languages spoken by our EL Students changes yearly and includes Armenian, Russian, Farsi, Filipino, and Punjabi.

English Learners (2017-2021)					
		2017-2018	2018-2019	2019-2020	2020-2021
ELs	No.	324	274	253	237
	% of Total Enrollment	10.3%	8.7%	8.3%	7.5%
ELs by Home Language	Spanish	293	252	235	220
	Armenian	2	1	2	4
	Russian	3	3	4	4
	Farsi	4	3	3	1
	Filipino	3	5	2	1
	Punjabi	4	1	1	2

Students with Disabilities

Enrollment for Students with Disabilities (SWD) has remained relatively constant for the last several years with SWD accounting for 11.1% of total student enrollment in 2021-21. While enrollment has been consistent, the composition of student placement has been changing. RSP students as a percentage of total number of SpEd students has increased from 56.9% in 2014-15 to 66.3% in 2020-21. During the same period, Special Day Class (SDC) students as a percentage of total SpEd number of students has decreased from 41.6% in 2014-15 to 32.9% in 2020-21. The trend is due to the intentional strategy to reduce the number of students in self-contained SDC classes and to increase the number of students in a full-inclusion co-teaching model.

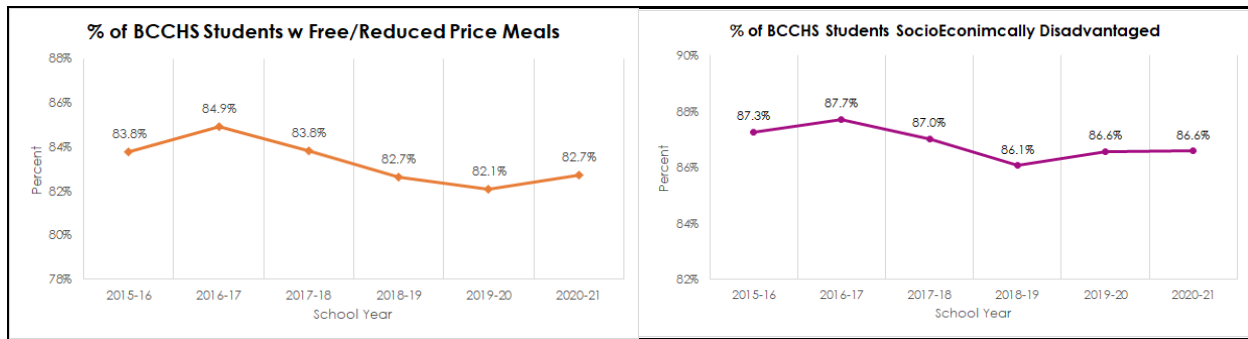
Students with Disabilities (2017-2021)					
		2017-2018	2018-2019	2019-2020	2020-2021
Total SWDs	No.	375	367	334	350
	% of Total Enrollment	11.9%	11.6%	10.9%	11.1%
SWD Eligibility and Percentage of Total SWD Enrollment					
DIS	No.	5	5	5	2
	%	1.3	1.4	1.5	0.6
RSP	No.	237	240	214	232
	%	63.2	65.4	64.1	66.3
SDC	No.	133	122	114	115
	%	35.5	33.3	34.1	32.9
Inc	No.	0	0	1	1
	%	0.0	0.0	0.3	0.3



Socio-Economic Status

During 2020-2021, 82.7% of the student population was eligible for Free and Reduced Price meals and 86.6% were identified as socioeconomically disadvantaged. Over the past several years, eligibility has been extremely consistent with over 80% of students eligible for the federal meal program and over 86% identified as socio-economically disadvantaged.

Socio-Economic Status (2017-2021)				
% Enrolled	2017-2018	2018-2019	2019-2020	2020-2021
Free and Reduced Fee Meal Program	83.8	82.7	82.1	82.7
Socio-Economically Disadvantaged	87.8	86.1	86.6	86.6



Foster Youth and Homeless Students

During the past three years, only 22-27 Foster Youth have been enrolled. In 2020-2021, Foster Youth enrollment of 22 students represented less than 1% of total enrollment. A count of Homeless youth includes 85 students, or 2.7%, of total enrollment in 2020-2021. The school's bilingual Foster and Homeless Liaison collaborates with counselors, faculty, psychiatric social workers (PSWs), and other staff to ensure students receive the support services they require and have equitable access to their education.

Birmingham is committed to the identification and support of all homeless students and has enhanced our identification procedures and implemented schoolwide training. Identification continues to present challenges as Birmingham works with families who are reluctant to complete the identification process. The Foster and Homeless Liaison works to educate families to address the stigma associated with the program, to overcome cultural perceptions about doubled-up living arrangements, and to reassure families with concerns relating to residency status.

School Personnel

Leadership Structure

The leadership structure is comprised of a CEO/Principal, a Lead Administrator, four Administrative Directors/APs, and the Chief Business Officer (CBO). Since its inception as a single-school LEA, Birmingham has made revisions to its organizational structure to address the academic and operational requirements of the school. This includes the addition of several faculty members serving in leadership positions as Grade Level Academy (GLA) leads, department heads, coordinators, and subject-specific and Instructional Coaches. Many of these teacher leaders are elected by their certificated peers. All of these staff serve on the Instructional Leadership Team.

BCCHS Staff

Birmingham personnel includes 169 certificated and 105 classified staff. All certificated staff are fully credentialed, and 59% percent of our teachers hold a master's degree. Four percent of faculty hold doctorate degrees. On average, our faculty and staff have been employed at BCCHS for seven years.

School Programs

Academies

Prior to 2018-2019, Birmingham structured its educational program around four small learning communities (SLCs) that reflected a career-oriented focus in which students pursued a CTE pathway based upon their interests. These SLCs included the Creative & Liberal Arts (CAL) Academy, the Digital Media (DM) Academy, the Medical Academy with Science and Health (MASH) and the Performing & Visual Arts (PVA) Academy. All ninth graders were part of the Freshman Academy. During the 2017-2018 school year, due to the success and cohesion of the Freshman Academy, BCCHS implemented a Sophomore Academy dedicated to assisting and supporting 10th grade students academically and emotionally.

As Birmingham reflected on its successes and challenges, a shift was implemented to expand the benefits of a grade-level support structure present in the Freshman and Sophomore Academies, while continuing to provide the benefits of an academy structure. Through the academy structure, our large school feels smaller and provides more personalization to better support students to be college and career ready. This shift also facilitated grade-level initiatives to achieve higher rates of A-G completion, UC/CSU eligibility, college and career readiness and graduation. Furthermore, the GLAs provide an opportunity for students to lead and contribute to their grade level class through a variety of activities and events.

Beginning with the 2018-2019 school year, Birmingham reconfigured its structure into four Grade-Level Academies (GLAs). Each GLA includes the following support staff:

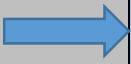

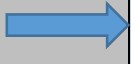

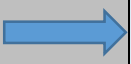

- 1 administrator
- 1 teacher leader
- 2-3 counselors
- 1 dean
- 1 PSW

In this model, counselors, deans, and social workers follow the students through their 4-year journey. The administrator and GLA Lead Teacher remain in the assigned grade level to provide grade level specific expertise. Teachers are also assigned to a GLA. The entire team works collaboratively to support the educational program of its students.

Grade Level Academies (2020-2021)				
	<i>Class of '24</i>	<i>Class of '23</i>	<i>Class of '22</i>	<i>Class of '21</i>
No.	818	826	797	718
%	25.9%	26.2%	25.2%	22.7%

LCAP Alignment with SPSA and WASC

Birmingham has dedicated a great deal of time to ensure continuity in the school's overall academic strategy as reflected in the LCAP and SPSA. The WASC self study process facilitated alignment across the LCAP, the School Plan for Student Achievement, and the critical areas for follow-up identified in the Spring 2018 WASC Self Study Report and Visiting Committee recommendations. The following chart provides a visual representation of this alignment.

LCAP GOALS	SPSA Goals	WASC Critical Areas for Follow-up
1. Academic Proficiency for all students 	1. Increase proficiency in English for subgroups: ELs and SWDs 2. Increase proficiency in Math schoolwide and subgroups: ELs and SWDs 	EL and SWD achievement in English Schoolwide and EL and SWD achievement in Math Interdisciplinary collaboration Co-teaching across all subject areas.
2. College and Career Readiness 	3. Increase College and Career Readiness 	
3. Positive School Climate 	4. Decrease Chronic Absenteeism 5. Increase Parent Engagement 	Chronic Absenteeism Parent Participation

WASC Accreditation History

Birmingham has a history of excellence as a WASC accredited school. All three of the previous accreditations resulted in six-year accreditations. The Spring 2018 WASC cycle granted BCCHS a 6-year accreditation with a mid-cycle report. During the Spring 2012, Birmingham received a 6-year accreditation with a one-day mid cycle visit. In our self study, we continue to use an inclusive practice to ensure all stakeholders are actively engaged in the development and review of our academic programs, instructional practices, and school culture.

Since the last accreditation, school efforts have continued to focus on schoolwide improvement in math proficiency, increasing academic achievement for ELs and SWDs, addressing chronic absenteeism, increasing parent engagement, and facilitating cross curricular collaboration.

California Dashboard Indicators

In Spring 2021, the CDE suspended statewide CAASPP testing. Although other Dashboard Indicators including graduation, suspension, and expulsion rates are available for the 2019-2020 school year, the most recent SBAC testing results are drawn from the 2018-2019 school year.

Academic Performance

Birmingham is performing well on all indicators of the new California School Dashboard. A detailed analysis can be found further in the report. A modest decline occurred in 2019 in ELA scores; however, BCCHS students performed 31.2 points above Standard, compared to the State which posted results of 2.5 points below Standard. In 2018, the prior year, BCCHS students performed 45 points above Standard. Schoolwide math proficiency has been a critical area of focus. Birmingham has demonstrated improvement in math proficiency scores during the last two years, which demonstrates the school's dedication in this area. Although Math results in 2019 are below standard, results represent a 11.9 point increase from 2018 to 2019. In the year prior, from 2017 to 2018, Birmingham's math proficiency increased by 16.6 points.

California Dashboard Summary - 2019



[Home](#) [About](#) [State Summary](#) [Search](#) [More Information](#) [Select Language](#)

SCHOOL PERFORMANCE OVERVIEW

Birmingham Community Charter High

Explore the performance of Birmingham Community Charter High under California's Accountability System.

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2019

Suspension Rate



Orange

English Learner Progress



No Performance Color

Graduation Rate



Green

College/Career



Green

English Language Arts



Green

Mathematics



Green

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

BIRMINGHAM COMMUNITY CHARTER HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

All Students State



Green

31.2 points above standard

Declined 13 Points ⚠

EQUITY REPORT
Number of Student Groups in Each Color

1	1	0	2	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

Mathematics

All Students State



Green

55.4 points below standard

Increased 11.9 Points ⬆

EQUITY REPORT
Number of Student Groups in Each Color

1	1	0	2	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

English Learner Progress

All Students State

57.1% making progress towards English language proficiency

Number of EL Students: 196

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[View More Details](#)

College/Career

All Students State



Green

52.1% prepared

Increased 3.4% ⬆

EQUITY REPORT
Number of Student Groups in Each Color

0	3	0	3	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

Student Performance Data

Smarter Balanced Assessment Consortium (SBAC)

BCCHS SBAC Performance Trends (2016-2019)		
	English Language Arts	Math
	% Met or Exceeded Standards	
2016-2017	62%	25%
2017-2018	70%	29%
2018-2019	65%	33%

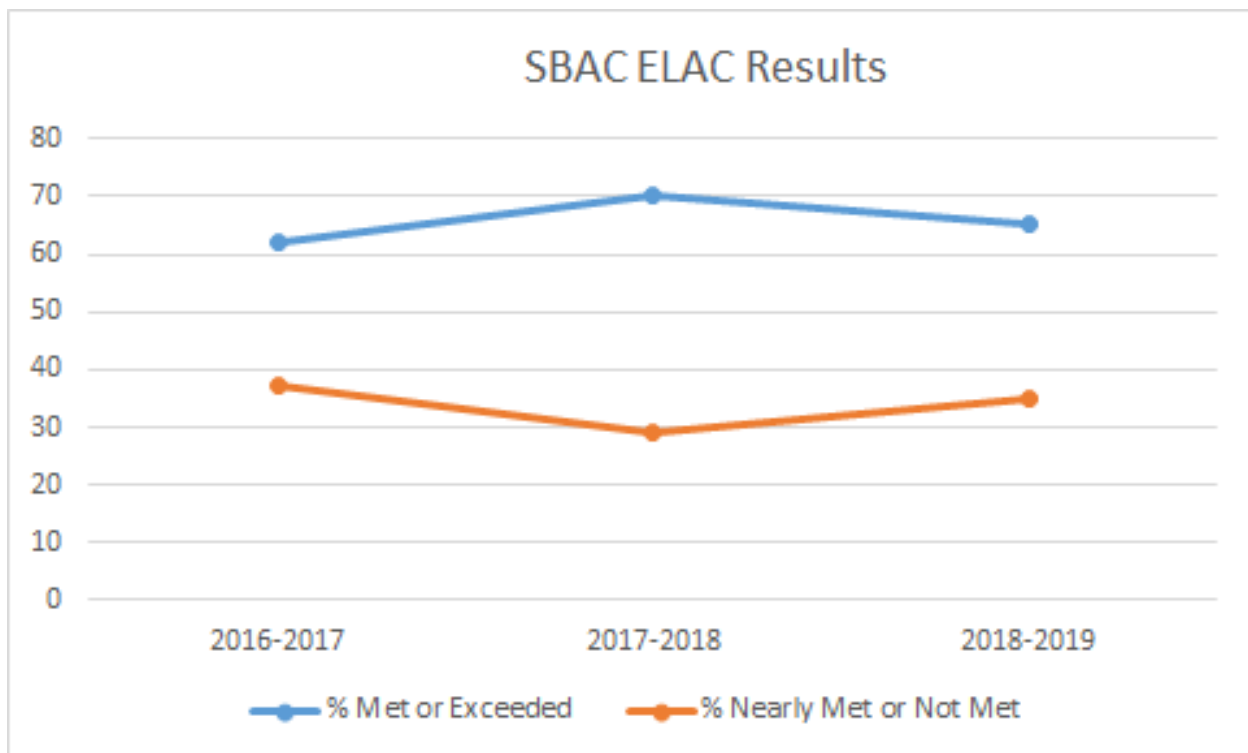
BCCHS has experienced net gains in both Math and ELA for the 2018-19 school year in comparison to previous years. These gains can be attributed to the following:

- Increased schoolwide awareness of SBAC goals
- Increased training of ELA and Math teachers concerning:
 - 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)

Birmingham has maintained a 65% or higher in Met or Exceeded levels in the past two years; however, there was a slight increase in students dropping to Nearly Met or Not Met in 2018-19. Currently there has been a concerted effort to improve results by reinforcing a common curriculum across grade levels and the adoption of new textbooks for grades 9 and 10 that reflect the rigors of state content standards. Grade-level cohorts have been meeting biweekly to ensure alignment with the curriculum, best practices, and the development and implementation of common interim assessments.

SBAC ELA Results by Level (2016-2019)			
	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
% Exceeded	26	31	26
% Met	36	39	39
% Nearly Met	22	19	22
% Not Met	15	10	13



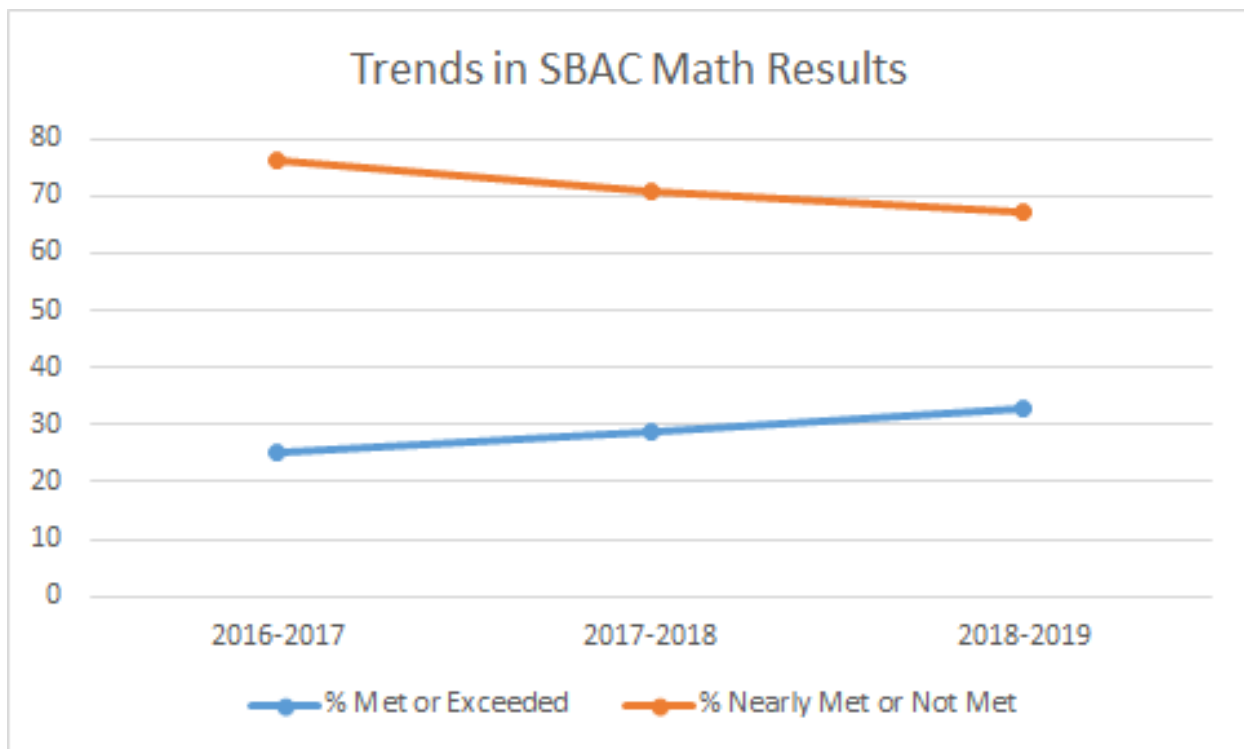
Birmingham recognizes there is an achievement gap in ELA. Economically disadvantaged, Hispanic, White, and students of two or more races outperform English Learners and SWDs by significant margins. During the same time period, African American subgroup performance has moved closer to the higher performing subgroups.

SBAC ELA Results by Program and Ethnicity (2016-2019)			
<i>% Met or Exceeded</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
Economically Disadvantaged	63	69	66
English Learners	2	5	7
Students with Disabilities	17	21	25
African American	46	68	58
Asian	50	-	-
Filipino	69	90	18
Hispanic	63	70	66
White	73	77	60
Two or More Races	53	69	66

SBAC - Mathematics

Birmingham has made progress over the past three years with the number of students scoring Met or Exceeded increasing. Students scoring Nearly Met or Not Met have decreased. Of note, the Not Met level decreased 12 percentage points. This trend is evidence that the focus on improving math proficiency is showing a positive impact for students. During this period, the curriculum for Algebra 2 was completely redesigned with frequent course-alike meetings and coaching sessions. The same strategy is now being implemented for Algebra 1 and Geometry.

SBAC Math Results by Level (2016-2019)			
	2016-2017	2017-2018	2018-2019
% Exceeded	6	11	10
% Met	19	18	23
% Nearly Met	24	24	27
% Not Met	52	47	40



Birmingham recognizes there is an achievement gap in math with Hispanic, White, economically disadvantaged, and students of two or more races outperforming English Learners and SWDs by significant margins. During the same time period, Filipino and African American subgroups had a net decrease in performance. These results reinforce the importance of school focus on critical thinking and development of math skills and numeracy.

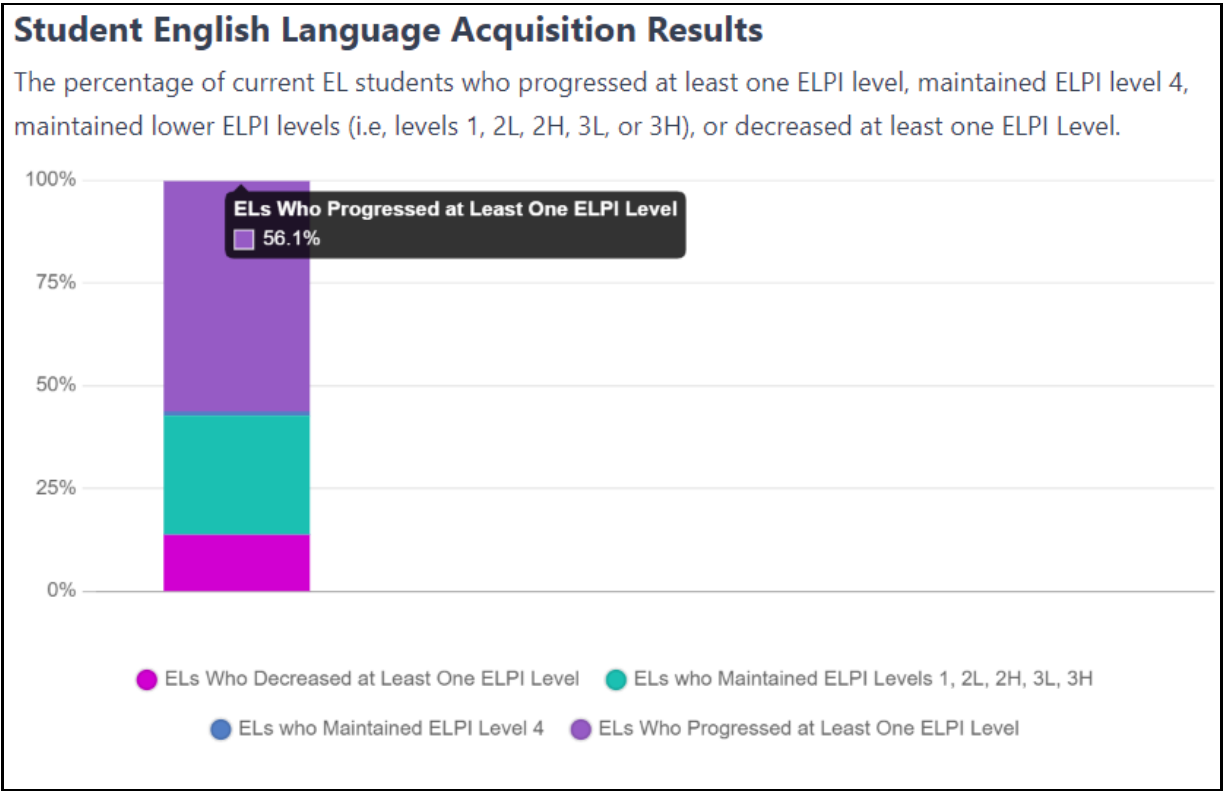
SBAC Math Results by Program and Ethnicity (2016-2019)			
% Met or Exceeded	2016-2017	2017-2018	2018-2019
Economically Disadvantaged	24	28	33
English Learners	2	2	9
Students with Disabilities	0	3	4
African American	18	28	15
Asian	42	-	-
Filipino	46	52	27
Hispanic	23	27	33
White	39	41	38
Two or More Races	33	35	42

English Learner Proficiency and Reclassification

For the 2018-19, 57.1% of Birmingham's English Learners made progress towards English language proficiency. The school's Performance Level, in fact, reached the *High* level, but it was mislabeled on the CA Dashboard. BCCHS met the required participation rate of 95% for the administration of the ELPAC, but this was incorrectly recorded at the state. In an official notice to the school, the CDE confirmed a correction which updated the participation rate including the number of students enrolled at BCCHS and the number of students tested in 2019. According to the CDE, this update will reconcile the data so that Birmingham's English Learner Progress status will be reported with a Performance level of High on the CA Dashboard. However, CDE cautioned

that this correction may not be reflected on the CA dashboard until late in spring of 2021. Birmingham exceeds the state proficiency level by almost nine percentage points.

In 2018-2019 and 2019-2020, the EL reclassification rate was 29.6% and 16.1%, respectively. During the pandemic, testing was interrupted and then limited, which resulted in a 2020-2021 reclassification rate of 4.7%. Next year's reclassification rate is expected to reach double-digits reflecting EL progress, which was not captured in this year's testing.

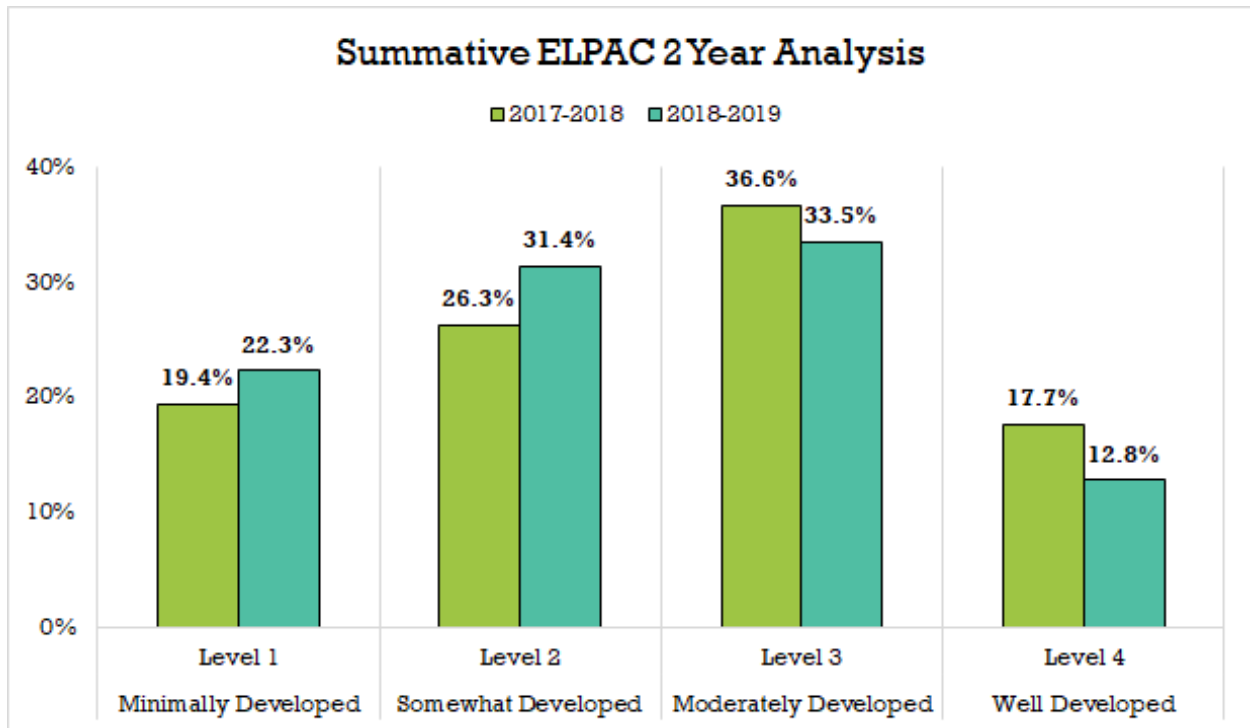


ELPAC Summative and Initial Results

BCCHS experienced a slight but steady decline in EL enrollment over the last few years, from 274 students in 2017-2018 to 237 students in 2020-2021. Although BCCHS EL enrollment has dropped, the school has seen an increase in the number of EL students that are enrolling from other countries with little or no English.

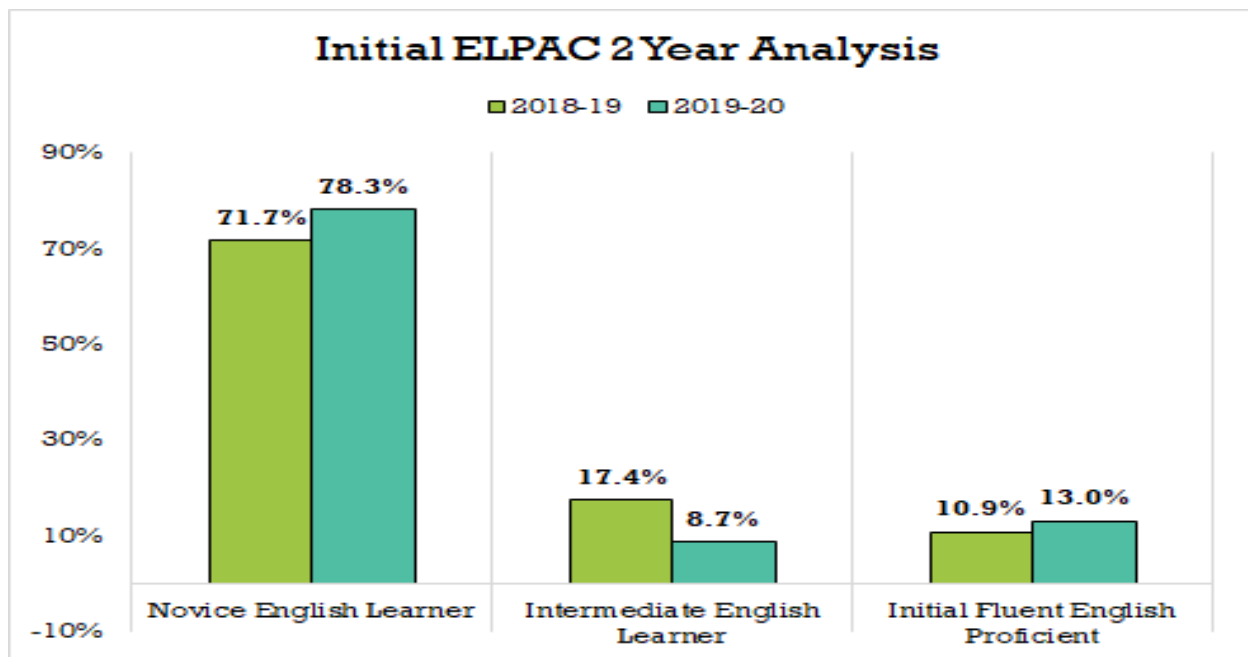
In the last two years of ELPAC testing, there has been a decline in the number of students scoring at Well Developed and Moderately Developed levels combined. In 2017-2018 and 2018-2019, the results for Well Developed and Moderately Developed levels were 54.3 % and 46.3%, respectively. Analysis of the Summative ELPAC by grade level indicates a large percentage, 39.5%, of grade 9 students within the Minimally Developed band. This is reflective of the large number of grade 9 students entering from feeder schools who are LTELs or are newly arrived to the U.S. with limited English proficiency and/or large gaps in instruction. The results of the Initial ELPAC reflect this trend which included a high percentage of Novice English Learners during the last two years: 71.4% in 2018 increasing to 78.3% in 2019-2020.

Summative ELPAC - 2 Year Trend (2017-2019)				
Level	2017-2018		2018-2019	
	%	No.	%	No.
Well Developed	17.7	41	12.8	31
Moderately Developed	36.6	85	33.5	81
Somewhat Developed	26.3	61	31.4	76
Minimally Developed	19.4	45	22.3	54

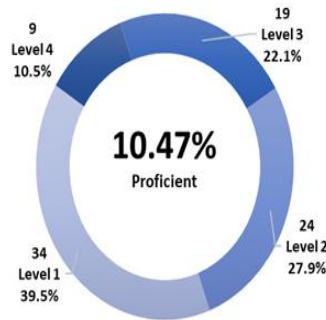


Summative ELPAC by Grade Level (2018-2019)									
	9th		10th		11th		12th		Total
Level	%	No.	%	No.	%	No.	%	No.	
Well Developed	10.5	9	24.5	12	12.3	7	6.0	3	31
Moderately Developed	22.1	19	36.7	18	49.1	28	32.0	16	81
Somewhat Developed	27.9	24	20.4	10	31.6	18	48	24	76
Minimally Developed	39.5	34	18.4	9	7.0	4	14.0	7	54

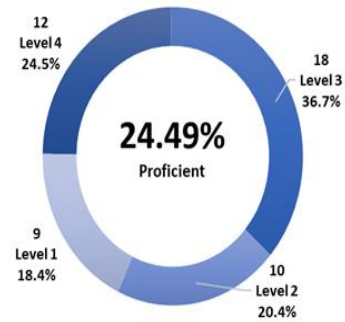
Initial ELPAC - 2 Year Trend (2018-2020)				
Level	2018-2019		2019-2020	
	%	No.	%	No.
Initial Fluent English Proficient	10.7	5	13.0	6
Intermediate English Learner	17.4	8	8.7	4
Novice English Learner	71.4	33	78.3	36
Total Students		46		46



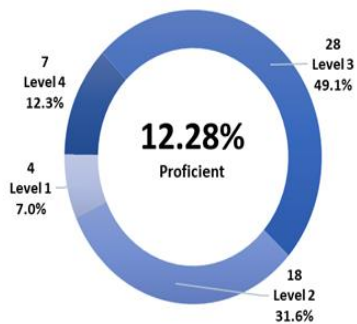
2018-19 Summative ELPAC - 9th Grade



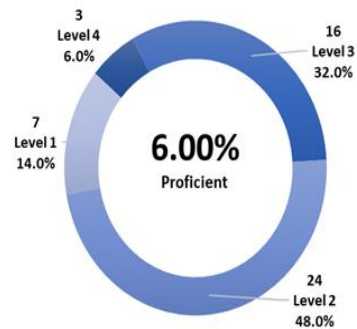
2018-19 Summative ELPAC - 10th Grade



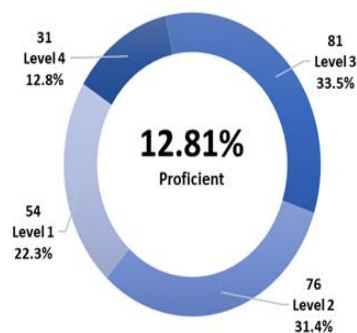
2018-19 Summative ELPAC - 11th Grade



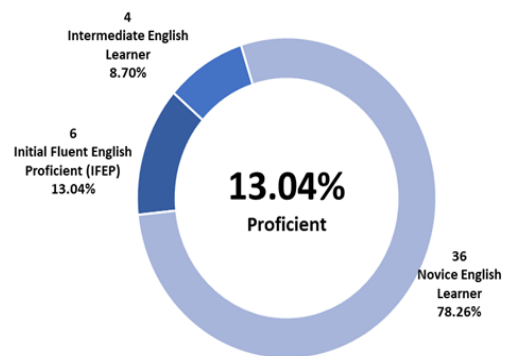
2018-19 Summative ELPAC - 12th Grade



2018-19 Summative ELPAC - ALL Grades



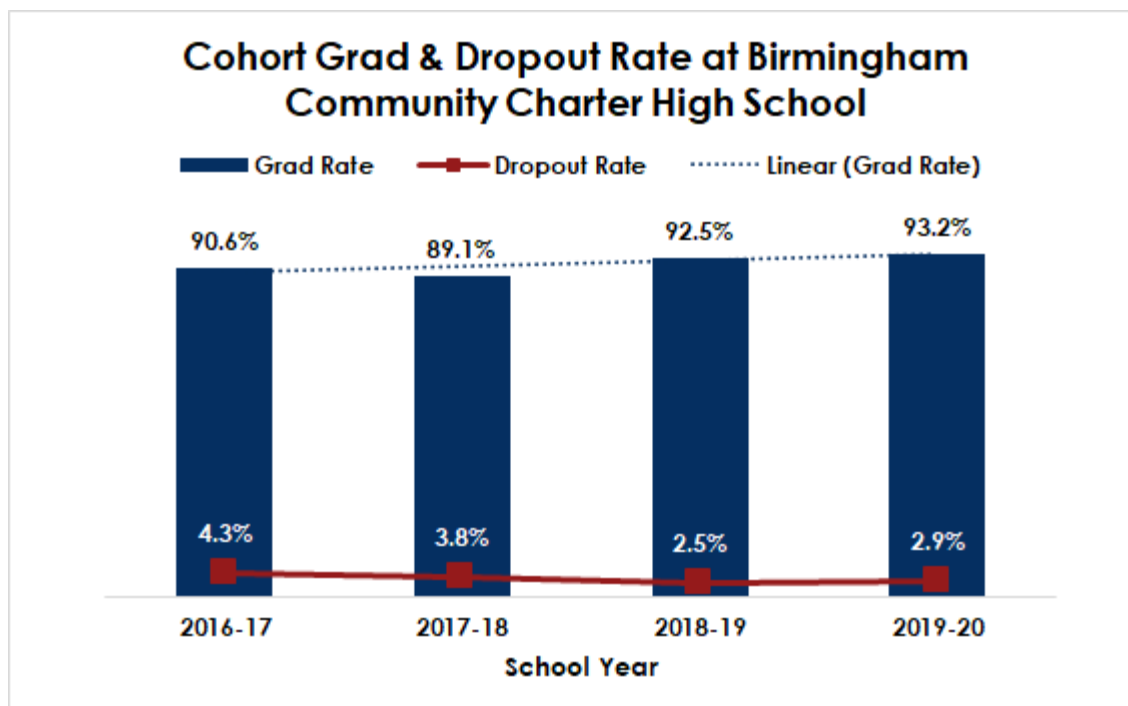
2019-20 Initial ELPAC - All Grades



Academic Engagement

Graduation Rate and Dropout Rates

BCCHS has seen an increased graduation rate from 90.6% in 2016-17 to an outstanding 93.2% in 2019-20. While Socio-Economically Disadvantaged and Hispanic subgroups have reached or extended that rate, ELS, SWDs, Homeless and White student rates must improve. African American subgroup exceeded the school rate in 2017-2018, but fell short by four percentage points in 2018-2019.



Graduation Rate by Program and Ethnicity (2018-2020)			
<i>% Met or Exceeded</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Economically Disadvantaged	89.5	92.5	93.2
English Learners	58.9	68.0	76.5
Students with Disabilities	78.4	81.6	84.3
Foster Youth	92.3	-	100
Homeless	89.5	82.4	76.2
African American	84.4	97.2	88.9
Asian	84.6	-	-
Filipino	93.3	91.7	100
Hispanic	89.3	92.4	93.3
White	92.7	89.6	90.5
Two or More Races	83.3	93.8	100
Total	89.1	92.5	93.2

During the same four-year period, the dropout rate has decreased from 4.3% in 2017 -2018 to only 2.9% in 2019-20. English Learners dropout rate declined but is still much higher than the school average. Homeless continue to struggle. There is a significant decrease in dropout rates for SWDs to 1.4% last school year. In 2019-2020, BCCHS reached a zero percent dropout rate for its Foster Youth, American Indian/Alaska Native, Asian, Pacific Islander, Filipino, and Multiple/No Response subgroups. Although the Hispanic population had a dropout rate of 2.8%, this is a significant decrease from 4.1% just three years prior. The African American and White populations at BCCHS, unfortunately, saw an increase in their drop-out rates to 7.4% and 4.8%, respectively.

Dropout Rate by Program and Ethnicity (2018-2020)			
<i>% Met or Exceeded</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Economically Disadvantaged	3.9	2.7	2.9
English Learners	15.0	11.7	10.6
Students with Disabilities	4.4	2.3	1.4
Foster Youth	7.7	-	-
Homeless	11.1	11.8	14.3
African American	6.3	2.9	7.4
Asian	0.0	-	-
Filipino	0.0	4.2	0.0
Hispanic	4.1	2.6	2.8
White	2.4	0.0	4.8
Two or More Races	0.0	6.3	0.0
Total	3.8	2.5	2.9

Access to a Broad Course of Study & Programs

A-G Completion Rate

Birmingham has made a concerted effort to increase the number of students graduating with A-G completion to maximize the number of students able to pursue UC and CSU post-secondary educational options. In the last four years, this metric has increased to 62.4% in 2019-20 from 49.2% in 2016-17. This has been accomplished through several initiatives including: aligning Birmingham course offerings to meet UC/CSU requirements as A-G approved, educating students and families on college admission requirements, increasing upper level math and AP course

offerings, increasing enrollment in AP courses, and establishing cross-registration and dual enrollment opportunities with community colleges.

BCCHS Graduates Meeting UC/CSU Requirements (%) - 4 Year Cohort				
	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
BCCHS	49.2%	51.6%	55.9%	62.4%
African American	50.0%	29.6%	64.7%	45.8%
Asian	42.9%	54.5%	-	-
Filipino	68.8%	57.1%	72.7%	72.7%
Hispanic	49.6%	52.3%	55.3%	63.2%
White	42.4%	55.3%	44.2%	63.2%

English Learner Program

The English department serves a diverse group of English Learners that include long-term English learners (LTEs) received from our feeder schools, students with a Special Education designation, newly arrived students to the U.S., and students with limited or no instruction received in their native language. The EL Team which consists of the EL Coordinator, EL Liaison, ELD teachers, bilingual aides, Parent Liaison, and department administrator work closely with the Testing Coordinator, Special Education department, English teachers, other subject teachers, and counselors to ensure EL students make progress toward academic proficiency and graduation. Due to the unique nature of each student's educational and social-emotional needs, the program takes an individualized approach by closely monitoring each student and communicating frequently with each student and his/her family. Integrated ELD is practiced within regular classes of all subject areas using content standards in tandem with ELD standards. Designated ELL/ELD instruction is delivered to ELs during protected time in an ELL/ELD support class. Targeted and schoolwide PD including differentiated instruction. SDAIE strategies are combined with an emphasis on embedding English Language Development Standards in every classroom.

Special Education Program

Birmingham has been moving toward inclusion and a least restrictive environment for several years with more classes in General Education. We have reduced the number of students in self-contained SDC classes through the work of co-teaching. All SWDs working on a high school diploma are included in the General Education Program with options for core classes in the following service delivery models:

- **Consultation or DIS only:** student does not receive direct academic support, primarily accommodations and maybe a service, such as Speech and Language
- **Study Skills or Academic Lab class only:** student receives support in a class with all SWDs and an Education specialist teacher to work on a specific skill set deficit (i.e. work habit strategies, math intervention, reading intervention, etc.). In the Study Skills class there is also time set aside to support students with work completion for other classes.
- **Push-In Support:** GE teacher is assigned paraprofessional to support students in class (would eventually like to move away from any teachers providing push-in support)
- **Co-Teaching Non-Intensive:** 1 GE teacher and 1 Special Education teacher co-planning, co-assessing, and co-teaching with class size capped at 30-35 (prefer 30) and no more than 10 SWDs in one class.
- **Co-Teaching Intensive:** 1 GE teacher and 1 Special Education teacher co-planning, co-assessing, and co-teaching with paraprofessional support and smaller class size (capped at 25 students with 10 SWDs and 15 GE)

CTE Programs

Birmingham has developed several Career Technical Education pathways to prepare students for post-secondary higher education and/or entry-level employment. Programs are selected and developed in response to the most recent labor market data in order to prepare students for high-skill, high-wage, high demand industries in our region. Through these programs, students are exposed to abundant opportunities for career exploration in a number of industry sectors including:

- Arts, Media & Entertainment
- Hospitality, Tourism & Recreation
- Information & Communication Technology
- Health Science & Medical Technology
- Business & Finance
- Engineering & Architecture

Through their course of study, students develop industry-standard knowledge and skills, have opportunities to earn industry-recognized certifications in a number of software platforms, network with business professionals, receive instruction on soft-skills, earn the BCCHS CTE Graduation Certificate, earn college credit, and participate in several work-based learning experiences including: internships, field trips to work sites and universities, skill-based competitions, job-shadowing, networking events, and leadership development.

CTE Pathways offered at Birmingham include: Animation, Filmmaking, Graphic Design, Technical Theater, Software and Systems Development, Engineering Technology, Business Management and Finance, Food Service and Hospitality, and Patient Care. Pathways are two or three year sequences, and in most cases, offer at least one course that is articulated with a partner college for students to earn college credit. Students can begin a 3-year CTE pathway sequence in 10th grade or begin a 2-year sequence in 10th or 11th grade.

Birmingham has partnered with several area community colleges and have over one dozen articulation agreements in which students earn college credit while taking CTE courses.

AP Program

AP courses provide academic rigor and provide students with the experience of college-level coursework. Birmingham has increased both the number of students enrolled in the AP Program and the number of AP course offerings over the past several years. Although the number of AP students and the number of exams decreased in 2019-2020, the percentage of AP students with a score of 3 or better increased to 61%.

Advanced Placement Total Enrollment and Passage Rate - Three Year Trend (2017-2020)			
	2017-2018	2018-2019	2019-2020
Total AP Students	636	658	545
% Total Enrollment	20.2%	20.8%	17.8%
Number of Exams	1077	1053	853
Number AP Students with Scores 3+	384	383	332
% of Total AP Students with Scores 3+	60.4%	58.2%	61.0%

Birmingham offers 21 AP courses in the areas of Art, English, Foreign Language, Mathematics, Science, Social Science, Computer Science, and Research-based Inquiry. The courses with the largest enrollment include English Language, English Literature, Spanish Language, and Biology. The courses with the highest pass rate are Calculus BC, Chemistry, Spanish Language, and AP Research.

Analysis of the passage rate by course between 2018-2019 and 2019-2020 indicates ten classes with improved scores, two classes that maintained scores, and nine classes with decreases in scores. Overall there was a three percentage point improvement year over year.

Advanced Placement Course Enrollment and Passage Rate					
	Enrollment by Course (#)			Passage Rate by Course (%)	
<i>Course</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2018-2019</i>	<i>2019-2020</i>
Studio Art	16	11	12	67	50
English Language	203	185	186	25	50
English Literature	120	91	111	20	39
Spanish Language	188	161	124	99	96
Spanish Literature	42	39	33	80	59
French Language	10	1	9	25	-
Calculus AB	32	52	48	51	37
Calculus BC	18	13	18	100	100
Statistics	26	23	45	41	40
Biology	6	63	112	-	42
Chemistry	17	0	12	20	100
Physics	16	14	14	-	45
Environmental Science	93	101	91	24	16
European History	104	41	61	22	29
Government & Politics	50	33	27	18	22
US History	67	39	36	47	62
Psychology	192	173	83	60	55
Comp Science Principles	0	37	51	-	33
Computer Science	15	0	9	14	-
Research	0	12	3	-	91
Seminar	23	29	75	89	62
Total	1252	1118	1160	49	52

College Entrance Exams

PSAT

Administration of college entrance exams is an important component of Birmingham's college and career readiness strategy. Annually during Fall semester, Birmingham administers the PSAT to grades 9 through 11 on the same day that students in grade 12 take the SAT. All testing is done on a school day and students take the tests free of charge. PSAT results are used to monitor student progress, provide predictive indications of SBAC performance, indicate AP readiness, and increase awareness of college entrance requirements and the SAT.

PSAT trends indicate that Birmingham must continue to focus our efforts to develop student critical-thinking skills in order to increase college readiness in both English and math. During each testing, the majority of Birmingham's students in 9th, 10th, and 11th grade, completed the exam. Over the three-year period, ERW scores for 9th and 11 grades increased, but 10th grade decreased over two percentage points. During the same period, Math scores increased significantly for 9th grade, but 10th grade slightly decreased and 11th grade decreased six and a half percentage points. Subgroup analysis indicates ELs and SWDs score much lower than their peers.

PSAT ERW Score Analysis - Three Year Trend (2017-2020)			
	% Met Benchmark	% Not Met Benchmark	Average Score (#)
9th Grade			
2017-2018	24.0	76.0	385
2018-2019	32.0	68.0	385
2019-2020	38.8	61.2	393
10th Grade			
2017-2018	37.6	62.4	410
2018-2019	46.1	53.9	425
2019-2020	35.1	64.9	407
11th Grade			
2017-2018	38.3	61.7	435
2018-2019	43.2	56.8	443
2019-2020	41.9	58.8	443

PSAT ERW Score Analysis by Program and Ethnicity - Two Year Trend (2018-2020)						
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
By Program & Ethnicity	9th Grade		10th Grade		11th Grade	
Economically Disadvantaged	382	388	422	406	443	442
English Learners	326	334	351	345	349	343
Students with Disabilities	326	338	365	349	357	373
African American	364	400	422	396	443	449
Asian	392	442	484	424	493	470
Hispanic	384	389	419	404	442	438
White	393	419	476	421	449	483
Totals	385	393	425	407	443	443

PSAT Math Score Analysis - Three Year Trend (2017-2020)			
	<i>% Met Benchmark</i>	<i>% Not Met Benchmark</i>	<i>Average Score (#)</i>
9th Grade			
2017-2018	9.6	90.4	391
2018-2019	17.8	82.2	378
2019-2020	26.6	73.4	399
10th Grade			
2017-2018	15.9	84.1	415
2018-2019	20.1	79.9	417
2019-2020	14.5	85.5	409
11th Grade			
2017-2018	19.6	80.4	437
2018-2019	16.4	83.6	436
2019-2020	13.1	86.9	438

PSAT Math Score Analysis by Program and Ethnicity - Two Year Trend (2018-2020)						
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
By Program & Ethnicity	9th Grade		10th Grade		11th Grade	
Economically Disadvantaged	376	396	416	407	435	437
English Learners	321	348	360	363	366	360
Students with Disabilities	320	342	362	368	370	387
African American	354	425	412	390	412	438
Asian	424	472	447	448	482	463
Hispanic	377	395	413	407	435	435
White	382	425	448	418	462	451
Totals	378	399	417	409	436	438

SAT

During the two-year period of 2018-2019 and 2019-2020, results for both 11th and 12th grades were consistent. Scores aligned with PSAT results in that student performance in ERW outpaced their performance in math. The role of the SAT in the admissions process is uncertain as the UC system and many private four-year colleges and universities have recently dropped the SAT as an admission requirement.

SAT Results - Two Year Trend (2018-2020)			
% Met Benchmark		2018-2019	2019-2020
12th Grade	Percent Tested	87.5%	92.3%
	ERW	41.0	40.6
	Math	23.2	20.9
	Both	19.9	17.8
11th Grade	Percent Tested	85.9%	90.4%
	ERW	48.5	44.5
	Math	25.5	28.2
	Both	23.5	23.9

ACT

Although the percentage of students scoring equal to or greater than 21 increased almost nine percentage points during the two-year period, interest in taking the ACT decreased significantly over the past three years. In 2019-2020, only five students took the ACT so results are not publicly available.

ACT Results - Three Year Trend (2017-2020)			
	2017-2018	2018-2019	2019-2020
% 12th Graders Tested	13.6%	4.64%	-
% of Scores >=21	34.6%	43.2%	-
Reading	20	20	-
English	18	19	-
Math	19	20	-
Science	19	19	-

Student Activities

BCCHS provides students with numerous opportunities to be actively involved in extracurricular activities through clubs, affinity groups and leadership organizations. Currently there are over 30 active clubs and organizations at BCCHS including the Gay Straight Alliance, Latin Dance, and French Club. Student leadership includes the ASB, Knights & Ladies and grade-level student councils. Students also have the opportunity to serve on school committees including the school board. Birmingham has a competitive Academic Decathlon Team and students gather to publish a yearbook and student newspaper.

BCCHS has a robust athletic program. Our campus contains some of the finest athletic facilities in the Los Angeles area with three gymnasiums, tennis courts, weight rooms, and soccer, lacrosse, baseball, and softball fields. Our football stadium has an Olympic-qualified competition track. The school also has an Olympic-size pool. During 20-21, over 800 students participated in one or more sports. In addition to annual maintenance, recent improvements of sports facilities include a major change to artificial turf in the football stadium, replacement of bleachers for other fields, and upgrades in safety and universal access for spectators in the stadium.

Total participation in athletics has increased over the years; however, the 2020-2021 participation number of over 800 students represents a decrease from previous years. This is due to the negative impact of the pandemic and the disruption and/or cancellation of team try-outs at various times during the school year. Boys account for 55% and girls 45% of student participation, and this is driven by the large size of the football team. At least 25% of students participate in at least one sport during the school year.

BCCHS has maintained a consistent number of teams annually. Of all the sports that BCCHS offers, football, track & field, and wrestling account for the highest numbers of student participation.

Athletic Teams and Student Participation (2017-2021)						
	<i>Teams (#)</i>			<i>No. Student Participation (#)</i>		
	Boys	Girls	Co-ed	Boys	Girls	Total
2017-2018	11	7	6	528	384	912
2018-2019	11	7	6	540	435	975
2019-2020	11	7	6	552	445	997
2020-2021	11	7	6	454	357	811

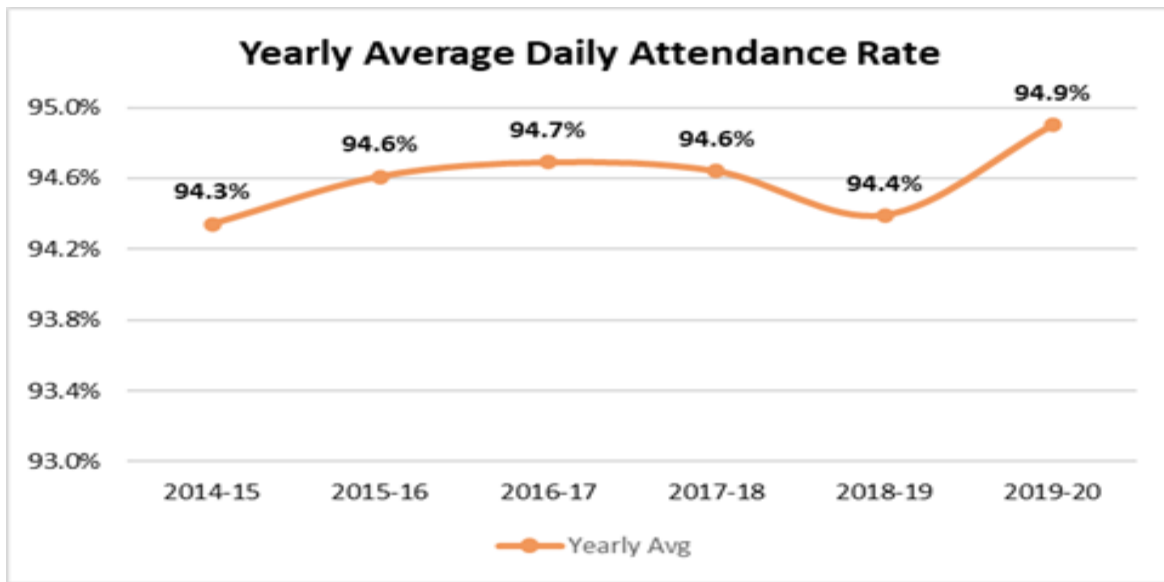
Athletic Teams by Season (2020-2021)	
<i>Boys</i>	<i>Girls</i>
Fall Sports	
Basketball	Basketball
Cheer	Cheer
Cross Country	Cross Country
Soccer	Soccer
Water Polo	Water Polo
Wrestling	Wrestling

Football	Golf
	Tennis
	Volleyball
Spring Sports	
Lacrosse	Lacrosse
Swimming	Swimming
Track and Field	Track Field
Baseball	Softball
Golf	
Tennis	
Volleyball	

School Climate

Attendance & Chronic Absenteeism

It is Birmingham's mission to ensure each one of our students feel safe, heard, and seen. The success of this effort is reflected in our strong Attendance Rate. Even before the pandemic, the Attendance Rate held consistently high at over 94%. During this challenging time following a distance learning program, Birmingham has increased to a 2020-21 YTD (months 1-8) average of 96.7%. This is attributed to the coordinated efforts to ensure student engagement that includes a soft-start program for both fall and spring semester, SEL curriculum embedded in instruction, extensive PD on SEL and trauma-informed practices, and a robust support system driven by the MTSS program.



During 2018-19, the most recent year that Chronic Absenteeism data is available, Birmingham's percentage increased slightly to 16.3% from 14.7% in 2017-18. Our ongoing effort to address schoolwide attendance interventions includes MTSS, a Pupil Services & Attendance (PSA) counselor, administration of the Resiliency Check-in (RCI) Survey, same-day phone calls to parents, and home visits to make wellness checks.

Chronic Absenteeism Rate - 3 Year Trend (2016-2018)			
	2016-2017	2017-2018	2018-2019
Chronic Absenteeism Rate	14.8%	14.7%	16.3%
Student Count	488	476	531
Eligible Enrollment	3290	3246	3256
Cumulative Enrollment	3356	3314	3336

Chronic Absenteeism Rate by Program and Ethnicity - Three Year Trend (2016-2019)			
% Rate	2016-2017	2017-2018	2018-2019
Economically Disadvantaged	14.2	14.6	16.0
English Learners	21.5	22.9	27.1
Students with Disabilities	26.0	22.0	25.8
Foster Youth	37.5	34.8	33.3
Homeless Youth	25.9	35.0	34.7
African American	17.9	16.5	22.4
Asian	17.3	16.3	24.2
Filipino	4.3	1.4	6.3
Hispanic	14.4	14.5	15.3
White	19.5	16.5	24.2
Two or More Races	17.6	23.0	30.0
Total	14.8%	14.7%	16.3%

Chronic Absenteeism Analysis (2018-2019)						
<i>Program Subgroup</i>	<i>Eligible Cumulative Enrollment</i>	<i>Count of Students with One or More Absences</i>	<i>Average Days Absent</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>	<i>Out-of-School Suspension Absences</i>
English Learners	310	280	14.8	24.3%	75.0%	0.7%
Homeless Youth	49	46	15.0	33.1%	66.6%	0.3%
Students With Disabilities	396	374	14.5	31.8%	67.5%	0.8%
Foster Youth	27	27	17.4	20.2%	79.0%	0.8%
Economically Disadvantaged	2,817	2,548	10.7	33.6%	65.9%	0.5%
African American	161	147	13.0	29.9%	69.8%	0.4%
Asian	33	30	13.1	34.4%	57.4%	8.2%
Filipino	80	63	7.1	42.1%	57.5%	0.4%
Hispanic/Latino	2,725	2,468	10.3	34.3%	65.2%	0.5%
White	190	176	13.4	36.1%	63.9%	0.0%
Two or more Races	60	56	13.5	26.9%	71.5%	1.6%
9th Grade	869	762	10.5	39.1%	60.2%	0.7%
10th Grade	804	727	10.3	35.7%	63.8%	0.5%
11th Grade	767	705	12.0	30.1%	69.4%	0.5%
12th Grade	816	753	10.0	31.7%	67.6%	0.7%

Suspension & Expulsion Rates

The total annual number of suspensions has stabilized after a significant decline for a several year period. In 2019-20, the annual total decreased to 72 suspensions, a 2.2% suspension rate. Factors contributing to this decline include the development of our MTSS program, continued implementation of PBIS, staffing one dean for each graduating class that develops relationships over the course of four years, increase in personnel and services as part of social emotional support system, and schoolwide reinforcement of positive behavior and community citizenship through incentives and embedded curriculum.

Suspension Counts by Most Serious Offense - Three Year Trend (2017-2020)			
	2017-2018	2018-2019	2019-2020
Suspension Rate	2.7%	3.2%	2.2%
Total Suspensions	88	107	72
Violent Incident (Injury)	-	1	1
Violent Incident (No Injury)	29	34	31
Weapons Possession	4	1	3
Illicit Drug Related	54	69	39
Defiance Only	10	6	2
Other Reasons	2	12	7

BCCHS has seen a decrease in suspensions for all subgroups except Foster Youth which increased in the last few years. The African American subgroup has experienced a significant decrease from 14% in 2012-2013 to 4.5% in 2019-20. After a significant decrease of suspension in the Asian subgroup, it increased to 2.9% while the Hispanic and White subgroup accounted for 2.1% and 2.8%, respectively.

Suspensions by Program and Ethnicity - Three Year Trend (2017-2020)			
	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Economically Disadvantaged	2.7	3.4	2.2
English Learners	2.2	5.3	3.4
Students with Disabilities	5.6	6.7	4.9
Foster Youth	4.2	14.8	9.1
Homeless Youth	-	4.0	4.1
African American	7.7	4.3	4.5
Asian	-	2.9	2.9
Filipino	-	2.4	0.0
Hispanic	2.4	3.2	2.1
White	1.9	1.0	2.8
Two or More Races	-	-	-
Total	2.7%	3.2%	2.2%

Expulsions

BCCHS experienced a minor spike in the expulsion rate of 0.33% for the 2018-19 school year. This was due to an unusual surge in Weapons Possession and Illicit Drug offenses. Expulsions dropped again to 0.09% in 2019-20. BCCHS monitors any increases closely to determine if they are common trends or anomalies.

Expulsion Counts by Most Serious Offense - Three Year Trend (2017-2020)			
	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Expulsion Rate	0.06%	0.33%	0.09%
Total Expulsions	2	11	3
Violent Incident (Injury)	-	-	-
Violent Incident (No Injury)	1	1	-
Weapons Possession	1	5	-
Illicit Drug Related	0	5	3

A review of expulsions by program and ethnicity indicates that the Asian subgroup accounted to a great degree for the surge in expulsions in 2018-2019.

Expulsions by Program and Ethnicity - Three Year Trend (2017-2020)			
	2017-2018	2018-2019	2019-2020
Economically Disadvantaged	-	0.31	-
English Learners	-	0.31	-
Students with Disabilities	-	0.25	-
Foster Youth	-	-	-
Homeless Youth	-	-	-
African American	-	0.6	-
Asian	-	2.9	-
Filipino	-	-	-
Hispanic	0.07	0.3	0.07
White	-	-	0.69
Two or More Races	-	-	-
Total	0.06%	0.33%	0.09%

Parent and Family Engagement

Birmingham's Parent and Family Engagement program includes a centrally-located Parent Center staffed with a bilingual Parent Liaison, Factor and ESL classes, workshops on many academic and social emotional issues that affect students and families, the PFET (Parent and Family Engagement Team) that meets monthly, representation on the school board, SSC, and ELAC, the PTSA, two-way communication using ParentSquare and AERIES Parent Portal, and numerous opportunities to provide feedback during meetings, seminars and activities and through surveys.

During the 2020-21 school year, 1,311 parents provided feedback through the Parent LCAP and Climate Survey. This response demonstrates the significant change in Birmingham's capacity to engage parents and garner meaningful feedback. Survey results demonstrated overall parent satisfaction relating to access and communication with the school. Parents are concerned with the impact the pandemic lockdown has had on their children and are requesting the school to provide additional social-emotional supports for students. Responses also indicate that Birmingham must provide increased guidance and education for students and families regarding graduation requirements and UC/CSU admission requirements.

In spite of the pandemic shutdown, Birmingham has seen a tremendous increase in parent engagement. This is due to a strategy that involves transparency, improved two-way communication, and shared decision making. Birmingham informs families as the school responds quickly and takes immediate action based on feedback. Venues for feedback have been expanded with the use of the Google platform, which allows parents to share their expectations and ideas to improve the learning experience for all students. Parent engagement and building capacity continues to be a focus for Birmingham. Specific actions and strategies relating to parent engagement will be addressed in Sections 2, 4 and 5.

II: Significant Changes and Developments

Positive Impact of Inquiry-Based Collaborative Leadership

One of the most significant and impactful developments for our school community has been the change in leadership over the past four years. In the year following our 2018 WASC Self Study, Birmingham entered a season of transition with interim leadership until the 2019-2020 school year. At the start of the 2019-2020 school year, our principal/CEO brought much stability as an alumnus and member of the community with great familiarity and history with Birmingham. The responsive and collaborative leadership practices modeled by our leadership team prioritizes learning and curiosity. This posture promotes open discussion and collective problem-solving, while still allowing for constructive criticism and transparency. As a result, we operate our educational program with flexibility and a commitment to keeping students' needs top of mind. Our leadership has also enabled us to focus on strategies that effectively meet the recommendations and findings of our prior WASC Self Study.

Findings and Visiting Team Recommendations

The results of our 2018 WASC Self Study report and the recommendations from the visiting team included the following areas of growth:

1. Improve critical thinking skills for all students with a focus on developing achievement in math.
2. Increase college and career readiness for all students, with specific emphasis on both the English Learner and Students with Disabilities subgroups.
3. Decrease chronic absenteeism, especially among subgroups needing targeted support including English Learners and Students with Disabilities.

The strategies we have developed to address these areas of growth are comprehensive to address student needs schoolwide, as a Tier 1 program strategy; however, targeted support strategies are included to address the needs of specific subgroups as Tier 2 and Tier 3 supports. Strategies include:

1. Establish structures to share leadership, increase the capacity of faculty and staff, and improve schoolwide adoption of effective practices.
2. Establish systems of data capture and analysis to drive educational programs and increase student achievement and wellbeing.
3. Implement focused wellness campaigns and effective procedures to improve school climate and positive school engagement.

Through these three priority approaches, we have made significant progress in addressing the growth areas identified for our school.

Structures to Support Collaboration and Learning

To ensure wide adoption of best practices, our leadership team has committed to capacity building for all faculty and staff. Both through modeling and ongoing practice, the leadership team has engaged in professional development to improve practices, and they have encouraged widespread leadership development throughout our school organization at every level. Structures have been established to share ownership of programs and encourage clear and thoughtful procedures, transparent communication, and clarity of purpose.

Collective leadership is occurring in our school through various committees, councils, departments, and academies. The collaborative leadership model has allowed a positive culture to develop with transparency and stability. There is an emphasis on clear, productive communication and shared ownership of all programs at all levels of our school. Our principal sends daily email updates to highlight important information and events for staff and faculty, holds weekly faculty office hours, monthly Coffee with the Principal for parents and families, and uses a collaborative model of surveying all stakeholders to solicit input on critical issues affecting our school. In addition to encouraging the open sharing of information and ideas, our administration considers the input received against the needs and priorities of the educational program as they make decisions. Often, decisions are made in a clear and responsive manner with consideration for the impact on all stakeholders rather than in a top-down format familiar to many schools. This responsive leadership has resulted in efforts to support the wellness of faculty and staff by implementing staff circles and grade level circles within GLAs.

Shared Leadership Through Academies, Councils and Committees

Shared ownership has improved our school program in a number of ways including unifying our purpose and priorities and allowing for relevant discussions to take place at a variety of levels and through an interdisciplinary lens. Increasing interdisciplinary collaboration was one recommendation to improve our educational programs. Focusing on the priority of shared leadership has resulted in the following:

- Shared goals across constituent groups results in a clear and unified purpose
- Transparent communication engenders trust and higher morale
- Shared ownership leads to unified messaging and schoolwide adoption
- Shared leadership groups fosters interdisciplinary collaboration

Grade Level Academies

Shared ownership and interdisciplinary work is demonstrated most tangibly in our Grade Level Academy (GLA) structure. Each grade level has its own elected certificated coordinator who, together with the grade-level administrator, oversees management of the educational program for that grade. Counselors, deans, a psychiatric social worker and teachers are also assigned to a grade level academy (graduating class) and remain with the cohort during the four years of high school. Faculty and staff matriculate up with students, so that the smaller community of students

know and are well known to all of the faculty and staff within the academy. GLA initiatives are in direct response to and in alignment with the priorities of their GLA. Faculty in GLAs engage in training and professional development relevant to the needs of students in their GLAs, with particular emphasis on SEL instructional strategies.

The GLA structure encourages ownership and connection among staff members. Faculty and staff assigned to a GLA meet 8-10 times each year to discuss and develop strategy on topics such as:

- Attendance Engagement Intervention Model
- Student Mental Health Concerns
- Social Emotional Learning Strategies and Techniques
- Community Building in the Classroom
- Study and Success Skills
- Intervention and Support
- Soft Skills
- Mentoring Students
- Student Success and Progress Team Meetings (SSPT)

To foster the continuity of faculty with their GLA students, in most cases, teachers are limited to teaching courses across only two grades. They contribute to the program development and high level instruction for their collective of approximately 800 students. This focus underlies the community aspect of our school and allows for effective management structures, shared accountability, clearer communication, and greater transparency. In a large school such as BCCHS, this structure also enables families and students to better navigate the size and scope of all that our school offers. They have a designated office, clerk, counselor and dean who all work together to provide services tailored to the students in their academy.

Departments, Councils and Committees

A focus on collaborative leadership and shared ownership also transcends into the operations of all departments and committees schoolwide. Department chairpersons are elected by the constituent members of their department. As departments, priorities and ideas are shared openly and addressed together. Decisions are made by consensus, or at times, by majority vote. One clear example of this collaborative model in practice is exemplified by our math department. Our math department faculty have worked extremely hard over the past two and a half years to develop a unique curriculum specific to BCCHS that better aligns to benchmark assessments and content standards. The curriculum progresses logically for students in a manner that promotes student mastery and success in math. Annually, they have tackled the math curriculum for a specific level: Algebra, Geometry, etc. This year, the focus has been on Algebra I. The collaborative professional development and co-planning time has been a response to the WASC visiting committee's recommendation for more time for collaborative and interdisciplinary planning time. We have begun to extend the interdisciplinary planning among departments with Career Technical Education, math and science, and we will continue to expand applications for co-planning and inter-departmental planning in the coming year.

Department chairs comprise the Curriculum and Instruction Committee, which reports directly to the BCCHS Governing Board. Along with department chairs, Grade Level Leads are also elected by the faculty to lead their academies in a representative and shared form of government. Shared decision-making is how programs develop and are implemented with all stakeholder voices being solicited and considered.

Instructional Leadership Team

The commitment to learning and remaining curious is shared. The administrative team has engaged in leadership training through Stanford's Hollyhock Fellowship Program and has extended that learning to more leaders among the faculty across departments and grade levels. We have a new Instructional Leadership Team comprised of department chairs, counselors, administrators, specialized support personnel and other instructional leaders. This team engages in regular learning and professional development, reading various educational leadership texts that are relevant to our roles at BCCHS and the greater context of our society and times. The team then collaborates on strategies to address our students' needs.

Multi-Tiered Systems of Support Team

Another committee that formed in the past three years with collaborative and shared leadership underpinning its organization is the Multi-Tiered Support Services Team (MTSS). Comprised of grade level leads, counselors, deans, and support personnel, this committee meets each month to examine student data and develop strategic approaches to intervention. This committee utilizes the Plan-Do-Study-Act inquiry model to identify challenges, solicit input from all members, and then develop actions that will effectively address the challenge and root causes. Through the MTSS Team and all of the interdisciplinary/collaborative committees, stakeholders engage in authentic, transparent discussion and problem solving to best serve our students. Representatives from all stakeholder groups engage on each committee.

Operational Collaboration

Beyond the instructional program, our school operations across departments has also improved operational management procedures to increase transparency, accountability and outcome-based performance to better serve students, families and school personnel. Managers engage in open discussions and planning sessions to identify specific goals and metrics related to their program areas. They identify their primary department needs, establish a budget for executing their program, including staffing needs, and establish a clear action plan to meet their annual goals. This open communication and collaborative approach to leadership has enabled all of our programs schoolwide to benefit from the improved transparency and clarity resulting from broad input and better procedures and operations. Notably, BCCHS was recognized by the most recent Charter Oversight committee in 2021 with a score of 4 for Organizational Management, the highest level of recognition.

Shared Ownership in Partnership with Parents and Families

Another change that has created a significant and positive impact for our school community is a focused engagement strategy to welcome and support parents and families to engage in school systems and activities. Involved parents positively impact student achievement. When schools and families work in partnership, students earn higher grades and demonstrate appreciably better social skills. Students have a greater likelihood of post-secondary success and opportunities. Building our community of parents and increasing their engagement and voice at Birmingham is a core tenet among our stakeholders. Accordingly, we have invested in parent and family engagement through the following actions and initiatives:

- Increased visibility of Parent Center resources
- Improved systems of communication for families
- Recruitment of parent representatives of all stakeholder groups as members of committees

The Parent Center

The Parent Center is Birmingham's on-campus resource hub for parents and families. Through the Parent Center, families can receive translation services from our bilingual Parent Center staff, receive guidance on how to use technology tools to access their child's attendance, grades, and enrollment information, enroll in family enrichment courses, and schedule appointments with faculty or counseling staff as needed. In a significant change to our physical environment, we moved our Parent Center and bilingual Parent Center staff to the main corridor of our Administration Building in the heart of our campus. This signaled to our students and families that their needs are a priority and our desire to serve them well with excellent customer service is now front and center. Previously, the Parent Center was located in a bungalow off of our north parking lot, isolated from the main part of the school campus. Moving the Parent Center back into a central location on campus has tremendously impacted parent engagement.

Walk-in services available to families include: translation to families for school services, including meetings, assistance with using the Aeries Parent Portal, our student information system, and ParentSquare, our communication app to receive important school announcements and send messages directly to their children's teachers or counselor. Parents also have access to computers they can use in the office. In addition to the immediate walk-in services available through the Parent Center, families can also enroll in courses designed specifically for parents including ESL 1 & 2 language courses, Introduction to Technology courses and FACTOR, a cohort series of parenting classes to increase and improve family engagement. Courses in both the Technology and Parent University Series include social-emotional learning, STEM learning, role of and access to technology in secondary education, use of Google Suite in classrooms, among others. Each semester, approximately 50 parents enroll in and graduate having completed these courses.

Improved Two-Way Communication

Another strategy we have implemented to improve parent engagement is to focus on increased and improved two-way communication. As a result of our most recent LCAP survey and needs identified by parents, we have prioritized clear communication and customer service for our families. First, we streamlined our external communication through the adoption of ParentSquare, which allows us to send schoolwide messages to the entire school community at once. Families receive messages via text or email and in the ParentSquare app on their phone, translated in the home language of their choice. Through the app, parents can respond to Birmingham by posting a comment or sending a direct message to a teacher, counselor or other staff member. The use of ParentSquare has improved communication because all messaging occurs through the app. ParentSquare also allows us to identify any incorrect data or contact information since it updates contact information daily and reports back which phone numbers or emails that are invalid.

In line with our goal of creating a positive school climate, we want our families to feel welcome at our school and be able to find the information they need. We have increased and improved communication through our monthly parent eNewsletter which is posted on our website and sent to all families using ParentSquare. Each newsletter includes a message from the principal, each GLA, the counselors, and the Wellness Committee, a calendar of upcoming events, an invitation to the Coffee with the Principal, and reminders about other school activities and meetings.

Coffee with the Principal meetings provide families an opportunity to hear regular updates and information about activities and events happening at school. Parents may ask questions, engage in discussion, provide input, and give feedback for the administration to hear. Often, the feedback, suggestions and questions from these meetings highlight areas of our educational program that need refinement or clarification. These meetings are conducted in both English and Spanish and are recorded and posted for families to view in the event they were unable to attend.

Parents can easily set language preferences, find teachers, join school groups, get files, sign up for school events and appreciate/respond to school postings. We have also worked hard to make adjustments to our website to ensure the information presented there is clear and easy to find and that the website is easy to navigate.

Parent Membership on Committees

Another way we have increased parent engagement is through focused efforts to recruit and welcome families to serve as elected members or volunteers on various school committees. As a result of our recruitment efforts, all elected parent positions are filled on our BCCHS governing board, our School Site Council (SSC), our English Learners Advisory Council (ELAC), our Wellness Committee, and our PTSA. We also have several representatives on our Parent Family Engagement Team (PFET) and in our Black Parents United (BPU) group which launched this year.

The mission of the PFET is to create a robust partnership between BCCHS and families to support student success. This committee meets monthly to discuss school program issues or concerns and develop strategies to improve them. Our subgroup specific committees, such as ELAC and BPU, identify areas of concern or strength related to their specific constituent subgroups. Each constituent group provides feedback on behalf of their group to the overall school organization.

Creating a positive school climate through improved parent engagement has also had the intended positive impact on our student subgroups. For example, Birmingham's African American student population has achieved significant gains in a number of academic and social-emotional indicators over the past several years. The concerted effort to engage parents of African American students in tandem with mentoring for these students by African American faculty and staff members has resulted in positive gains for these students. Several programs, including Black Scholars United (BSU), have been established to address historical barriers that have limited academic achievement for African American students. The BSU serves to support students in their four-year journey to college admission. These programs provide cultural enrichment and build positive self-esteem among this historically underrepresented student subgroup. The BSU is supplemented with Black Parents United to educate and support parents in guiding their children's academic achievement and admissions process to four-year colleges and universities.

Establishing a System of Data Capture and Monitoring to Inform Decisions

The other primary change that has positively impacted our educational program is the recognition that data informed decisions must drive the educational and operational programs of our school. This recognition resulted in the establishment of a systematic approach to data collection and analysis in a number of ways. Data collection, review and analysis is central to all committees. Over the past year, review of student data - both performance and wellness indicators - has become standard practice in most committee and department meetings. The inquiry-based leadership model begins each meeting with significant questions aligned to our school values. This questioning arises naturally from data that is presented at each meeting. Student data review has informed the strategies to address our primary approaches to address the identified student learner needs for math, English Learners, Students with Disabilities, and Chronic Absenteeism.

Data Informed Interventions for Math and Targeted Subgroups

To address the student learner needs in math, schoolwide and for the EL and SWD subgroups, the math department engaged in a multi-pronged approach to improve achievement:

- Focused professional development to align curriculum and grading standards
- Innovative scheduling and course assignments
- Inclusion of technology tools to provide additional support

The math department has engaged in robust and ongoing professional development in partnership with CSUN's Center for Teaching and Learning. This data-informed approach examined Birmingham student achievement data and identified specific target areas to address at each level of math. The department then engaged in weekly professional development meetings to create a new curriculum for Algebra 1, Algebra 2 and Geometry.

By administering frequent benchmark assessments aligned to the new curriculum, the math department gauged the efficacy of the approach, keeping student mastery as a central goal. This alignment of curriculum also resulted in department consensus regarding grading practice and common expectations.

In addition to using data to inform instructional practice, curriculum, and grading standards, the department also experimented with innovative course design. Students at the lowest levels of achievement for pre-Algebra or Algebra 1 were scheduled in an intensive Algebra intervention course or double-block of math instruction to provide additional learning time. This additional time allowed students to build understanding slowly and methodically in order to arrive at mastery. Faculty collected data regularly to review student progress in the intervention courses compared to the regular courses. Data was also reviewed to compare outcomes for students in double-blocked courses and those with only one period of math instruction.

Another data-informed strategy to address math proficiency has been the adoption of technology with data analytics tools available for teacher review. The use of supplemental support tools, such as Dreambox, has enabled teachers to assign additional practice for students and highlight areas of strength, areas of learning gaps, and areas needing improvement or additional review.

English Learners and Students with Disabilities

Regular and systematic review of our student performance data confirms that English Learners and Students with Disabilities are not achieving at the same rate or level as other sub-groups. Using a systematic process to regularly review student achievement on benchmark assessments and standardized tests has allowed us to better target support strategies and resources to meet the needs of these particular students.

Investment in Instructional Technology

To address the varying needs of our students and to remain current in education and industry trends, Birmingham has made significant investments to update our technology resources, equipment, training, and staffing. Not only have we invested heavily in hardware and software for individual student and faculty users, we have also adopted tools that provide support through data analytics related to usage and achievement. A core strategy to support students to become proficient in 21st Century skills was to move toward being a 1:1 technology school. Every Birmingham student is assigned a Chromebook upon enrollment. This enables all students to have 1:1 access to a technology device. Birmingham also provides internet access to families in

need of a hotspot for wifi at home. In addition to Chromebooks, within our CTE programs, students also have access to industry level devices, equipment, and software including professional-grade, graphics compatible laptops for design and engineering, cameras for photo and video editing, and equipment such as 3D printers, and professional sound and lighting boards for theatrical productions. Students receive instruction and certification in a number of industry-recognized software platforms such as Microsoft Office Suite, Adobe Creative Suite, AutoCAD, Harmony, and Storyboard Pro.

With the investment in hardware and software, we have also invested in specialized IT personnel to train and equip faculty with available tools, software, apps and other instructional resources. The full time Birmingham IT staff manages the network connectivity and security, and equipment inventory to ensure all devices are in good working order. They address connectivity and hardware/software problems immediately through our Helpdesk system. Our full time Instructional Technology Coordinator manages all of the technology training for teachers using best practices for resource allocation and instructional technology strategies. This improved access to more resources enables differentiated instruction and increased accessibility for all students, particularly those in subgroups needing targeted support. Each department also has a representative who serves on the faculty-led Tech Committee. This person receives additional training to then train their department to use the available technology tools and resources provided by BCCHS. These improvements and investments in technology enabled BCCHS students and faculty to transition to virtual instruction with little interruption throughout this past school year.

Specific innovations to our technology resources include applications used daily in each classroom such as Kami, Nearpod and extensive training and G-suite (Google) apps. As a school, we transitioned to Office 365 and MS Teams for internal and class communication. We have purchased schoolwide site licenses for students to learn about and develop their strengths including: Thrively, Naviance, CareerSafe, and Knowledge Matters. For math intervention, we have also adopted Dreambox, an AI learning math software that identifies student learning gaps and instructs them as they develop mastery in different areas.

Most, if not all, of these software programs include data analytics as part of their software. This access to review student and faculty data on usage, contactability, proficiency, accessibility, and completion or certification has allowed our leadership team to make informed decisions regarding the purchase of instructional resources that will best meet student learning needs. As post-secondary data becomes more important to assist in enhancing our secondary programs, we value analytic data available on platforms such as Naviance and through survey tools such as Google Forms and ParentSquare.

Social-Emotional Learning

Another significant development in our educational program has been the implementation of a comprehensive program of Social Emotional Learning to address behavioral and social-emotional issues. Some of the critical issues being addressed through SEL include chronic absenteeism and

mental wellness. An early iteration of SEL was the adoption and integration of Positive Behavior Interventions and Support (PBIS) as a component of a larger Multi-Tiered System of Supports (MTSS). To implement PBIS, faculty utilized incentives for students in and out of class to recognize and reward progress toward various character qualities. Increased positive engagement with non-academic behaviors included: improved attendance, decreased tardiness, increased assignment completion, improved attitude and self-regulation. Birmingham implemented a schoolwide effort with a new tardy management system and daily tardy sweeps. This program, coupled with increased communication with students and families about the importance of being on time every day, resulted in increases in attendance and decreases in tardies.

We also maintained support personnel including our Psychiatric Social Workers, counseling staff, and a Pupil Services & Attendance Counselor to address chronic absenteeism. Along with existing staffing, we have prioritized faculty and staff training to utilize trauma-informed and restorative behavior instructional practices. In the 9th Grade Level Academy, faculty engaged in focused SEL training to implement restorative practices in their classes. Time was allotted for soft-starts to each semester to allow the space for students and faculty to begin in a positive way, responding directly to the social-emotional and learning needs of students. We believe allowing this time has resulted in higher levels of engagement and positive outcomes for students' social-emotional wellness. As a specific response to our community's needs, we shifted from an 8-period schedule to a 6-period schedule during the past year of virtual instruction. This allowed students and faculty to manage fewer academic obligations and relieve added stress from the challenges of shifting to virtual learning.

Taking a comprehensive view of each student using existing quantitative and survey data was another important development that has resulted in significant changes for our school. This year, we implemented a comprehensive and regular system of student data collection. We administered the Resiliency Check-In (RCI) survey to students in order to measure students' feelings about themselves in the context of school and how safe they felt both physically, with needs met or unmet, and emotionally, with psychological trauma and experiences identified that impact their overall social-emotional functioning. Survey results were collected along with other data points for every student: attendance, GPA, counseling contacts, discipline record, lexile level, program identification, etc. This comprehensive data view allowed our leadership team to identify the students with the most critical need of intervention and support to better align our services and instruction with our students. To facilitate interventions, we hired additional full time support personnel: EL Coordinator and EL Liaison, bilingual aides, bilingual Parent Center staff, Psychiatric Social Workers, and additional counseling staff. We are planning to continue our response to student needs by hiring more personnel to address ongoing student needs and target support to specific subgroups (e.g. African American Subgroup Coordinator, Low Engagement/Performance subgroup Coordinator, additional counselors and PSWs.)

Chronic Absenteeism

A student is considered chronically absent if more than 10% of school days with expected attendance are missed. Chronic Absenteeism has continued to challenge us as an area of growth for the past three years. While we have maintained a strong rate of daily attendance for most students, above 95% this year during the pandemic, our chronic absenteeism rate remains high.

In the 2016-17 school year, our schoolwide chronic absenteeism rate was 14.8%. It lowered slightly to 14.7% in 2017-18, but then in the 2018-19 school year it rose to 16.3%. That means that in 2018-19, 16.3% of our students missed more than 10% of the school days.

The reasons for student absenteeism are complex and often a result of several intersecting factors centered around generational poverty. The root causes for chronically missing school may include: health challenges, transportation barriers, homelessness or housing insecurity, food insecurity, domestic violence, abuse, and a lower education level among parents or guardians for whom school systems remain difficult to navigate. In response to this growth area, we have worked to identify these students early through increased monitoring of student data and engagement. We have also improved our MTSS framework which includes additional direct support personnel (PSA, PSWs, counseling and classified staff) serving students, thereby addressing the root causes of chronic absenteeism. Lastly, we implemented new structures for intervention including seminar skills courses in GLA academies and intensive support ELA and math courses. Our leadership team also prioritized student engagement this year through numerous home visits to families to show support and care for students. In many cases, this resulted in an increase in the student's engagement in class and attendance and a decrease in crisis referrals.

III: Stakeholder Engagement

The Development, Implementation and Monitoring of the Schoolwide Action Plan / SPSA

Since our 2018 WASC Self Study the shift toward greater engagement of all stakeholders has allowed for broad and ongoing input, feedback and suggestions from those in our school community. Faculty, staff, students, and families all engage as important members of committees, playing an important and integral role in the development and preparation of this Mid Cycle Progress Report.

Annually, we implement our Local Control and Accountability Plan (“LCAP”) actions to achieve our stated goals:

1. All students will achieve academic proficiency
2. All students will be prepared for college and careers
3. BCCHS will create a positive school climate for all

The actions identified and implemented are planned in response to ongoing feedback from our faculty, staff, students and families. The collaborative culture and representative organization of our school programs on committees has resulted in increased engagement and communication in all areas of our educational programs. All stakeholder groups are represented as members on committees affecting the ongoing operations and implementation of our educational program. Committees are open for any BCCHS stakeholder to attend and participate, and their involvement shaped the development of our schoolwide action plan.

Shared Decision-Making

Faculty and staff participate in and provide suggestions via department meetings and GLA meetings. They also serve as members of our standing Board committees and other elective advisory councils. Standing committees include: Curriculum and Instruction, Human Resources, Student Services, and Facilities and Operations. Ad hoc committees and other councils where employees engage on a voluntary or elected basis include: SSC, ELAC, Safety, Wellness, and Finance. The school administration regularly creates space for personnel to contribute to ongoing conversations related to school policies and programs. Our principal holds weekly office hours to hear feedback from staff as well as respond with clarifying information. These meetings are recorded and made available to all staff for future reference and ongoing discussion. Leadership also meets individually and in small groups with various teams among the faculty to address any questions or concerns or to hear suggestions for program enhancement. Lastly, our leadership team frequently sends out surveys to faculty and staff about bell schedules, calendar items and other important school policies. This feedback directly from faculty and staff informs the strategies and program implementation plans. Often decisions are not made until a large

enough representation of the faculty and staff has provided input to guide the direction of our school.

Student voice and representation are prioritized on various councils as well. Student members sit on the BCCHS Governing Board, on SSC, on Grade Level Cohort Advisory groups that meet with the CEO, and on GLA councils. Student leaders also govern the student body through ASB and associated programs. Students share information and feedback directly in messages and meetings with administrators, faculty and staff. They also complete periodic surveys which are included in our school data and further inform our program actions.

Parents are an integral part of our school based decision-making. We have developed many programs that operate in response to feedback from our parents and families. Several committees and school councils have elected or volunteer parent members: BCCHS Governing Board, SSC, ELAC, PFET, PTSA and BPU. Each of these committees meets monthly to examine current issues, identify factors affecting our educational program, and study ways to improve or address problems by engaging in a PDSA cycle. Parents representing students from all subgroups, GLAs and programs are encouraged to participate on our committees. Their input has resulted in immediate action steps to improve our educational program.

Improved Communication

To ensure robust engagement from stakeholders, BCCHS has made a concerted effort to improve communication in all areas of our organization. For faculty, staff, parents and students to be engaged, they have to know about the programs and policies under consideration or being implemented. This effort begins with the modeling from our Principal and administrative team who communicate regularly both to the entire community and to specified groups.

Daily, our principal sends updates to the staff to share and solicit information. Weekly, announcements are made schoolwide and to the community at large and faculty meet in departments or Grade Level Academies. Monthly, committees and our Board meet in public forums open to all stakeholders to share updates and additional information related to school operations and programs. The frequency of contact and meetings has helped ensure everyone knows what is happening at the school and has a chance to contribute to the conversation.

This year, we improved two-way home-school communication by adopting ParentSquare - an online resource that allows for direct messaging and schoolwide announcements to be sent to parents by text or email. Families can also send messages directly to faculty, counselors and staff using the app on their phones. This has allowed for increased engagement and involvement from parents to share their ideas, concerns, questions and suggestions. ParentSquare has also allowed BCCHS to address all questions and concerns in a more immediate manner by sharing information, clarifying procedures, and implementing program improvements. The increased input and engagement from families is evident in the historic increase in parent feedback on our Parent Survey (nearly 50% of our families responded) administered this past spring. The increased communication has also allowed us to quickly share with parents what BCCHS is doing to address

their questions and concerns. Families are more informed about school events and meetings, they are more engaged as evidenced by increased attendance at informational meetings such as our monthly Coffee with the Principal and School Board meetings.

Stakeholder Involvement in the Preparation of the Progress Report

Stakeholders have been engaged in the preparation of the Mid Cycle Progress Report by providing feedback directly in meetings, via written communication, and through survey feedback. Data and program updates have been shared at committee and board meetings throughout this school year in which faculty, parents and students have been able to comment, ask questions, and offer suggestions. In some cases, within departments, leadership committees, and parent engagement meetings, data has been shared and constituents have examined cause and effect relationships between program components and specific outcomes. As a result of these meetings, new actions have been taken to refine our policies and procedures to improve our programs. All of the input from stakeholders has assisted us in the preparation of our Mid-cycle report.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Over the course of the last three years, we have strengthened existing systems, procedures, and programs to support student outcomes both schoolwide and for all subgroups. We have worked to ensure that all of our program goals are in alignment across our three primary educational program platforms: the Local Control and Accountability Plan (LCAP), the School Plan for Student Achievement (SPSA), and our critical areas of followup and focus for WASC. We continue to develop and implement regular evaluation practices to create accountability metrics, frequently reviewing our student and program performance data.

Strategies to Address Student Learning Needs for Math Proficiency

Professional Development and Curriculum Alignment

For the past three years, Birmingham has invested heavily in providing additional time for co-planning and collaboration as a math department. Math department faculty regularly engage in professional development in partnership with CSUN's Center for Teaching and Learning. Through this work, faculty developed a new curriculum for Algebra 1, Geometry and Algebra 2. This work aligned our curriculum and standardized grading practices and assessments to support student mastery of foundational knowledge and concepts.

Double-Block Math Classes

Research has proven that students struggling to develop math proficiency can make significant progress with more time. A primary strategy to address student proficiency in math has been the implementation of double-block math classes in Algebra 1 for 9th and 10th grade students. Students have two periods of math instead of one. In these 90 minute blocks, students are afforded more time to process and internalize math concepts, and faculty can spend more time differentiating and utilizing various instructional approaches to support students in arriving at mastery. In the second block with the same instructor, students have added time to work through math problems, review material, and have guided practice and support from a content specialist math instructor. This strategy has been especially helpful for our English Learner and Students with Disabilities subgroups who require more individualized support and instruction beyond the scope of a single class period.

Innovative Scheduling and Technology Resources

A benefit of operating as an independent charter school and an individual Local Educational Agency, is that Birmingham can innovate with instructional approaches. One strategy to provide intervention for identified students is through the implementation of special intensive intervention courses for Algebra 1. Another course that has been successfully piloted in GLAs is

the study skills seminar courses for smaller cohorts of students developing soft skills to grow in overall academic development.

In the spring of 2021, Birmingham also piloted a supplemental online math program called Dreambox. Dreambox assesses students' knowledge and learning gaps across math standards through Algebra 1 and provides students with individualized gamified instruction and assessment. Since many of our students are performing below grade level and have not mastered foundational math concepts prior to Algebra 1, this program provides students with high engagement instruction and differentiation to support mastery and the closing of learning gaps. Outside independent reviewers of Dreambox concluded that students who spend at least 15 minutes a day or complete at least five lessons a week will advance their mastery of math concepts.

Innovative pilot programs also extend to our subgroups most in need. To provide targeted support to our English Learners and Students with Disabilities, math teachers are intentionally selected to help close instructional gaps. Content teachers, Special Education teachers, Special Education paraprofessionals, and bilingual aides work as a team to help students understand and learn the material. Strategies piloted by math teachers to support English Learners include providing instruction in students' native language, translating curriculum and modifying content to address gaps in knowledge. To support Students with Disabilities, paraprofessionals are assigned to math sections with higher numbers of students identified with specific learning disabilities. In-class support and after school tutoring are also key components of our support services.

Progress and Impact of Strategies to Improve Math Proficiency

According to the SBAC and CA Dashboard, schoolwide and in most subgroups, students increased proficiency in math over the past three years schoolwide and in most subgroups: socioeconomically disadvantaged, English Learners, Students with Disabilities, Hispanic and students of two or more races. For African American, White and Filipino student subgroups, proficiency levels declined. Furthermore, there is a significant achievement gap in math between English Learners and Students with Disabilities performing well below all other student subgroups. In both cases, less than 10% of students in these subgroups have met or exceeded proficiency levels in math for the past three years. The result of Birmingham's concerted efforts to address these specific subgroups is an upward trajectory, however the progress is slow and gains are marginal. Data for math proficiency with regard to our subgroups clearly shows the challenge Birmingham faces to meet the significant learning needs for these students. We are hopeful that the continued investment in curriculum alignment, innovative instructional course design and scheduling, and supplemental instructional materials and technology resources will show ongoing progress. We also recognize that for English Learners and Students with Disabilities additional targeted and intensive instructional supports are needed to increase math proficiency.

Conclusions About Strategies to Improve Math Proficiency

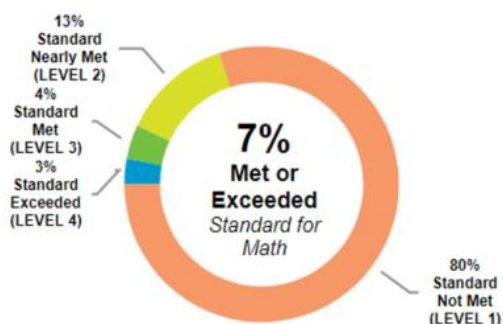
Targeted Subgroups: Students with Disabilities and English Learners

Students with Disabilities and English Learners continue to perform well below other subgroups in math standardized testing. There is a significant gap in the percentage of students meeting or exceeding proficiency in math on SBAC and the proficiency levels for these student subgroups. The data reflecting these gaps demonstrates the considerable challenge for Birmingham to move English Learners and Students with Disabilities toward math proficiency levels. Statewide proficiency levels are low for these subgroups which exemplifies the reality of the problem.

2015-16: 8th STATE (SWD)

Mathematics

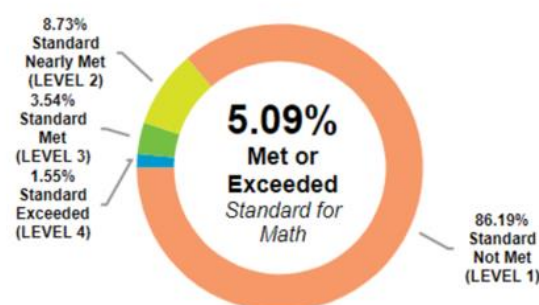
Percent of students within each achievement level



2018-19: 11th STATE (SWD)

Mathematics

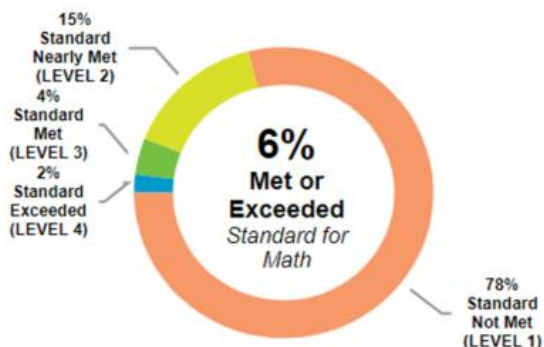
Percent of students within each achievement level



2015-16: 8th STATE (EL)

Mathematics

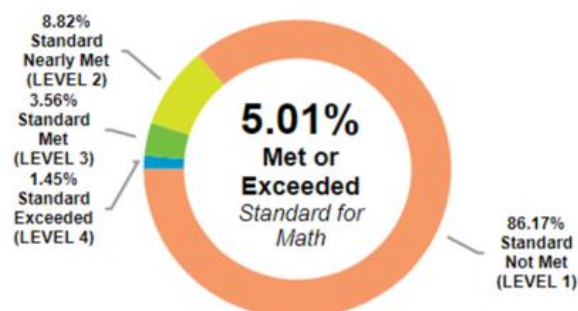
Percent of students within each achievement level



2018-19: 11th STATE (EL)

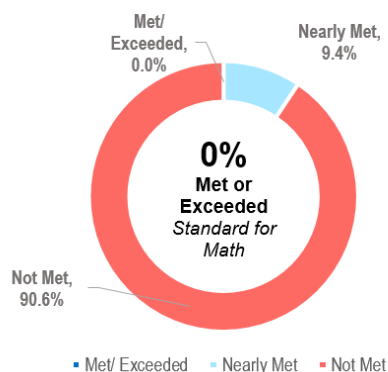
Mathematics

Percent of students within each achievement level

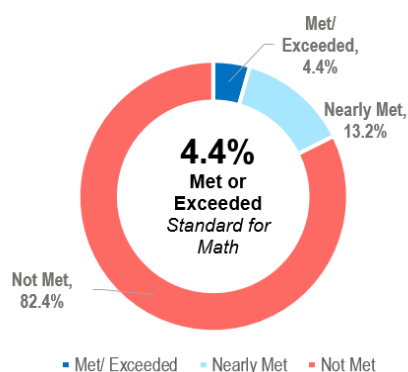


While it is true that most students arrive at Birmingham performing below grade level in math and reading, the impact of our strategies for these subgroups has so far been insufficient to meet their instructional needs. Birmingham must incorporate more intensive strategies to ensure English Learners and Students with Disabilities are able to make more significant progress in math proficiency.

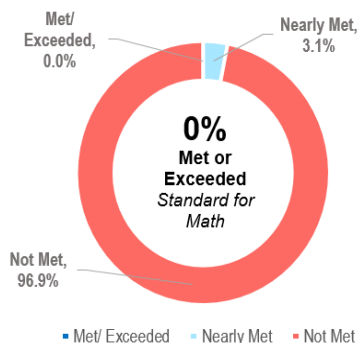
**2015-16: 8th BCCHS (SWD)
Mathematics**



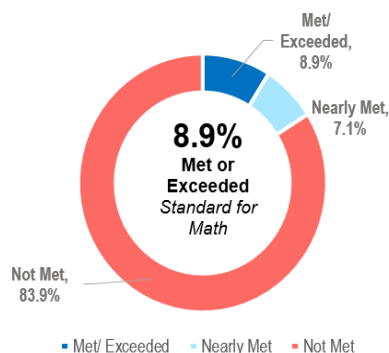
**2018-19: 11th BCCHS (SWD)
Mathematics**



**2015-16: 8th BCCHS (EL)
Mathematics**



**2018-19: 11th BCCHS (EL)
Mathematics**



The data also demonstrates the depth of the challenge for these students. Low levels of performance continue after varied and ongoing efforts to reach students and provide increasing levels of support. Combined with proficiency and knowledge gaps, there is undoubtedly a persisting sense of apathy, low self-worth and low self-esteem affecting these students. This can be difficult to identify and measure, notwithstanding extremely difficult to address. As a school community, it is incumbent upon Birmingham to continue in depth analysis of the root causes for low performance and proficiency in math for all students, in particular the EL and SWD student subgroups. While we will continue to implement additional training and strong instructional practices, another strategy we must incorporate is SEL and its direct correlation with student achievement in content areas such as math. It is evident that emotional resiliency is crucial for these most vulnerable students in order for them to achieve academic success in challenging areas.

Dreambox

A powerful feature of the Dreambox program is the data analytics tools which show individual usage and growth for each student. Since the launch of our pilot program using Dreambox, Birmingham students have completed over 5,400 minutes of individual usage and learning. The data reports show in which areas students are growing and where they need additional support. Students using the program and completing the most lessons have advanced significantly in multiple mathematical concept areas.



BIRMINGHAM COMMUNITY CHARTER HIGH, CA ► Birmingham Community Charter HS

Teachers for Birmingham Community Charter HS

November 1, 2020 - May 30, 2021

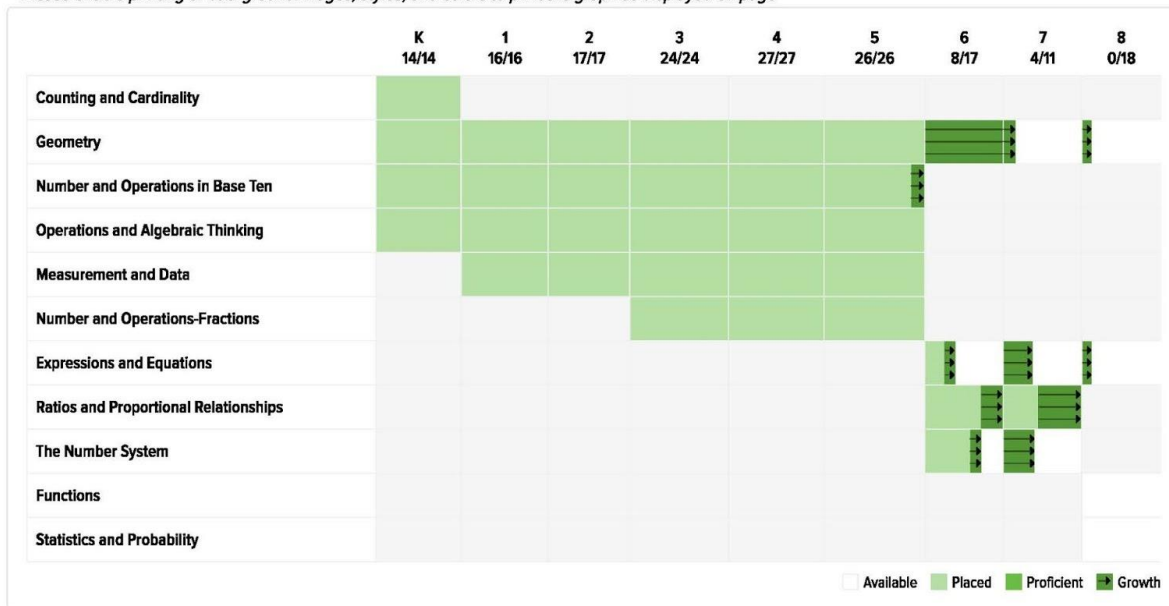
First Name ↕	Last Name	Total Sessions	Total Usage (Min)	Average Usage (Min)
All Educators		566	5,435.7	9.6
[REDACTED]	[REDACTED]	6	35.2	5.9
[REDACTED]	[REDACTED]	54	541.2	10.0
[REDACTED]	[REDACTED]	1	1.6	1.6

In the sample student usage and growth report below, one student began using the program and was assessed at the 6th grade level in “Expressions and Equations”. As a result of playing the games and viewing the lessons in Dreambox, the same student advanced 75% through 6th grade concepts in “Expressions and Equations” as represented by the dark green shading and arrows. The student continued advancing into the 7th and 8th grade lessons in that category after demonstrating concept mastery through the Dreambox activities. In some cases, a student may advance to higher concepts or grade levels for a particular math area but still has learning gaps. Through the lessons and play that ensue, Dreambox identifies the learning gaps and then tailors custom lessons and practice problems for the student. This program provides the added practice and immediate feedback for every student, expanding the reach and access for students to high quality instruction and real-time evaluation data.

What is **Proficiency and Growth?**

Proficiency As Of May 31, 2021

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To mitigate and close learning gaps, Dreambox has shown promise as an effective tool for supplemental instruction and intervention. One noteworthy observation related to student usage during the pilot program is that Dreambox encourages students to build resilience and persistence through slow growth. Some math teachers co-teaching with special education teachers have used the tool to build up the foundational math skills and knowledge for their Students with Disabilities. In some cases, the growth report for these students showed marginal mastery of content standards. What was remarkable, however, was the amount of time and the number of lessons completed for individual students. Despite gains in math being slow, students still put in hours of practice outside of the school day to complete lessons and activities on Dreambox. It is this persistence and resolve that must be developed in our low performing student subgroups if they are to develop content mastery in difficult subjects.

Strategies to Address English Learner Needs

Our approach to provide support for English Learners involves a comprehensive team of support personnel to ensure teaching faculty and paraprofessionals have all the necessary resources to provide high quality instruction and that students are monitored frequently to ensure progress toward English proficiency. Our team of support personnel include our administrator over the English Learner program, a full time EL Coordinator, an EL Liaison and bilingual aides who provide direct support to EL students and assist families to ensure they have all required information about their child's educational program progress.

Monitoring Student Progress

Students in our EL program are monitored frequently to identify their specific areas of need and to best provide individualized and small group support. For English Learner students, acculturation both to the English language and American education system requires trust and time. A large component of our approach to ensure success for our students involves building a safe community of learners with our ELD department staff. As a team, the EL administrator, EL Coordinator and EL Liaison together with teaching faculty and academic counselors review each student's progress in a number of areas for both academic competency and social-emotional needs. Areas evaluated include: mastery of reading, writing, speaking and listening, ELPAC focus areas 1-4, attendance, punctuality, completion of work, technology skills, comprehension of teacher's instructions, agency to request help, and social skills. Upon reviewing student progress in each of these categories, the EL Coordinator and/or EL Liaison meet individually with students to identify growth areas and strategies to improve in each area. They also communicate with the students' families to ensure unified understanding of BCCHS expectations and programs to support students in moving toward proficiency in each of these areas.

An additional support strategy includes developing students' self-awareness and agency with specific study and soft skills to improve their progress toward English proficiency, and ultimately, toward graduation. Students complete a self-reflection in which they write about their progress in various areas such as coming prepared to school, completing work, asking for help, actively listening and participating during class, interpersonal skills and communication. This positive behavior and intervention (PBIS) approach allows the students to take ownership of their learning and align their actions to their academic and personal goals. This practice empowers our students to work hard to achieve success in their learning. We recognize that developing skills for EL students takes time and that increasing their ability to thrive in a new cultural environment is important for long-term success.

Support Strategies

The EL Support team also provides resources and support to EL teaching faculty to ensure fidelity with teaching curriculum and differentiated instructional strategies. Strategies to support EL teaching faculty include:

1. Providing support for EL Specialist teachers to provide rigorous instruction through training with ELPAC preparation materials and ELD curriculum
2. Targeting support for teachers with 3 or less years of instruction
3. Providing collaboration time through an EL Summer Institute to create course pacing plans and improve effectiveness of differentiated instructional strategies using core and supplemental curricular materials
4. Providing adequate technology and digital materials to facilitate the integration of high engagement and differentiated instructional materials and approaches

Once a student's progress is reviewed through a comprehensive lens involving proficiency benchmarks, grades, attendance and other markers for soft skills and social skills development, intervention supports are identified to help the student grow in a given area. Interventions may include referrals for additional in-class support, tutoring, credit recovery and practice with online or eLearning resources (Accelerate, Achieve 3000, etc) or referrals for more intensive support from counselors or mental health resource providers.

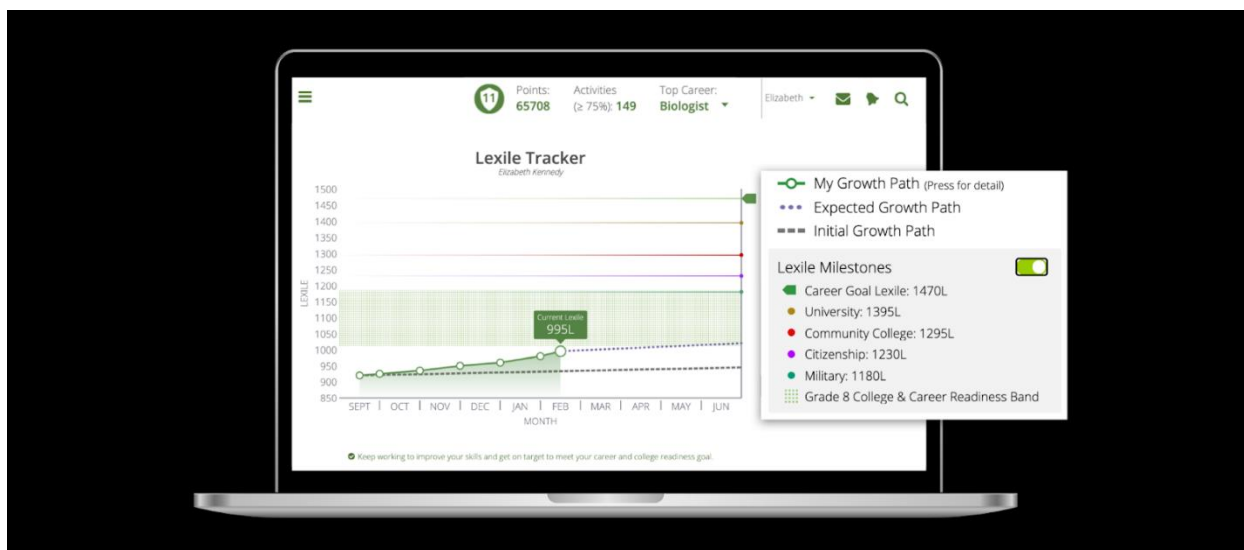
Additional Strategies to support English Learner students include:

1. Customized bilingual instruction for ELL1 students in Algebra 1 and Biology
2. Frequent monitoring of ELs and students who have been redesignated within two years, in areas of grades, attendance and technology needs (hotspots, Chromebook support, technology support and access to online resources and school systems)
3. Intervention for students with poor attendance and/or grades including daily small group bilingual tutoring and bilingual support in Algebra I & II classes and all content areas, home visits to re-engage students, on-site assistance at the Acculturation Center
4. Specialized preparatory instruction for SBAC ELA and math and ELPAC in all domains

Differentiated Reading Instruction Using Achieve3000 and Listenwise Across all ELA classes

As a supplement to our core curriculum, Birmingham has adopted Achieve3000 and Listenwise to provide additional reading comprehension and listening practice to increase students' literacy skills. All students listen to or read expository nonfiction essays tailored for them at their "just right" Lexile level. Each program identifies students' individual zones of proximal development and builds capacity through slowly increasing vocabulary and syntactic complexity at each subsequent reading task or level. ELA teachers have fully integrated both programs into their curriculum. This program has been especially helpful for English Learners as it provides them with unlimited access to differentiated content and additional opportunities to practice. As a result of interdisciplinary collaboration, some science and social studies classes also use these programs to support literacy development across the curriculum in their disciplines.

Like Dreambox, Achieve3000 provides data analytics tools to monitor student progress through lexile levels and toward ELA proficiency. This facilitates added practice and time learning new vocabulary and fluency skills with appropriately leveled texts. The reports in Achieve3000 allow the EL support team to view individual student progress reports in order to tailor interventions for specific English Learners. This strategic approach increases the likelihood of students achieving English fluency, and ultimately, reclassification.



Adoption of a Rigorous, AP Preparatory Curriculum

Over the summer of 2019, BCCHS adopted the ELA textbook series from Bedford, Freeman and Worth which prioritized a rhetorical approach toward reading and writing instruction. The adoption of a textbook series has increased uniformity across grade alike courses and initiated vertical integration for all grade level English courses. This new curriculum shifts the focus from traditional textual or literary analysis to a rigorous instructional model examining the role and purpose of texts. Features include developing interactive reading strategies, analysis of conceptual and thematic ideas, connections to global concepts and themes transcending a historical time period, genre and textual features as deliberate and impactful components of an author’s purpose toward an audience. The elevated vocabulary and higher levels of critical thinking required in the writing prompts and exercises increases students’ development of crucial skills that will prepare them for college-level coursework. For English Learners, the rigorous coursework engages students in higher order thinking and higher levels of Bloom’s taxonomy such as evaluation, judgment and synthesis. While the language barriers can pose a challenge for EL students, engaging in meaningful exercises beyond rudimentary or rote practice can provide an incentive for students to learn and master harder material.

Horizontal Teams and Vertical Integration by English Faculty

Birmingham also established grade-level teams for ELA led by an experienced and highly effective grade level lead teacher. These grade level teams meet regularly to support curriculum implementation, analyze internal benchmark data, respond to student data, and hold professional development. Similarly, ELL/ELD teachers meet regularly to collaborate, plan, analyze and respond to student data. Grade level leads meet with the department chair monthly to increase coherence and vertical integration among grade levels. For English Learners, the grade alignment between ELL/ELD teachers and ELA standards is needed to further students’ access to quality instructional materials and move toward proficiency in ELA. These teams also

provide clarity for common student outcomes at each grade level. Teachers in grade-alike courses establish a common focus and build upon skills and standards mastered the prior year. For example, in 9th grade, all ELA teachers, including ELL and ELD teachers, focused on lessons that developed students' skills in summarizing and annotating. These course-like expected outcomes and common skill development ensures that students in each grade level have abundant practice to develop the skill and are better prepared to demonstrate and use that skill in subsequent courses.

Double-block ELA for Targeted 11th-Grade Students

Another strategy to support English Learners has been to enroll them in a double-block ELA support course. Several data points such as lexile scores, internal benchmark assessments, grades and PSAT scores are used to identify students who would benefit from the added time in a second ELA block of instruction. This initiative, modeled on our tier-two support courses for 9th and 10th grade ELA, was piloted in 2017-2018, expanded in 2018-2019, and fully implemented in 2019-2020. The double-block ELA course is a main component of the intervention and support for 11th-grade students. Unfortunately, the grade 11 targeted support program was interrupted for 2020-2021 due to the distance learning model. Prior to the adoption of the distance learning model, our schedule was a 2x8 rotating block that allowed for students to take 8 courses per semester. During the shutdown in the spring of 2020, students had a difficult time managing eight online classes, and the school schedule was consequently modified for the fall of 2020. Rather than eight courses, students took six courses on an alternating block. This schedule change resulted in the elimination of the double-block intervention course for the 2020-2021 school year. For the fall of 2021, we are returning to a 2x8 rotating block and will be able to re-implement our grade 11 targeted support program. All grade 11 English Learners are placed in a targeted support class in ELA.

Progress and Impact of Strategies to Improve English Learner Development

Birmingham's English Learner Progress exceeds the state proficiency level by almost nine percentage points. In 2018-2019 and 2019-2020, the EL reclassification rate was 29.6% and 16.1%, respectively. During the pandemic, testing was interrupted and then limited, which resulted in a 2020-2021 reclassification rate of 4.7%. Next year's reclassification rate is expected to reach double-digits.

Conclusions About Strategies to Improve English Learner Development

Our data show that most English Learners are making progress in English Language proficiency, albeit slow and marginal. Most English Learners progress at least one level of English Language Acquisition annually. However, as noted in the math discussion above, the barriers facing English Learners are complex and often involve greater challenges than just mastering English fluency. Social factors such as parents' native language, low literacy levels, cultural differences, lack of formal education in the home country for both parents and the student, lack of housing or food security, and lack of employment all overlay the struggle to develop English fluency. We must continue to engage in deeper analysis regarding the root causes of slower language development, particularly with regard to our Long Term English Learners, who are historically lower performing and take intensive support to move toward redesignated status and English fluency.

Strategies to Address Learning Needs for Students with Disabilities

Our overall strategy to provide differentiated support to our Students with Disabilities is to adhere to the legal requirements of providing a Free and Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE). With this in mind, we have steadily moved toward full inclusion for most students who have previously been programmed into Special Day Classes with Special Education teachers. Shifting our focus to provide students with better access to high quality instructional content, we have implemented full inclusion for 9th and 10th grade SWDs in the core content areas: English, science, history and math and partial inclusion for 11th and 12th grade SDC students in English, math and science.

Co-teaching

Co-teaching has become an important practice and delivery method for instruction and inclusion of students with disabilities and special needs. Our co-teachers work together with groups of students to share the planning, organization, differentiation, delivery and assessment of instruction. Our co-teachers are trained and supported through the CSUN Center for Teaching and Learning. SWD students enrolled in a mainstream classroom are taught by a content specialist in that subject area and supported with accommodations and modifications provided by a Special Education co-teacher. Additionally, we utilize our paraprofessional instructional support staff to help students individually and in small groups in and outside the classroom.

Our students benefit from the many advantages of our co-teaching model including:

- increased time and interaction with teachers
- improved social skills through interactions with general education peers in a less restrictive environment
- reduced stigmatization from being “pulled out” of class for assistance
- delivery of services and modifications provided to students with disabilities without pejorative labels
- increased student achievement

Our teachers benefit from the many advantages of our co-teaching model including:

- increased job satisfaction, morale and professional growth
- shared content area skills and expertise
- shared responsibility for instruction and management
- the ability to complete whole class instruction while also providing individualized attention to students

Frequent monitoring

Students are frequently monitored by the Special Education team of professionals including the administrator over Special Education, case managers, SPED and content teachers, SPED coordinator, DIS counselor, academic counselors, deans etc. utilizing a MTSS approach. Case managers review student progress on a regular basis throughout each semester both in a comprehensive review of student achievement data and through in person meetings in class, during after school tutoring, and weekly office hours. Special Education teachers and paraprofessionals providing push-in or co-teaching support within the general education classrooms maintain daily logs on student performance, attendance, and behavior. These logs are submitted to case managers on a weekly basis. Case managers cross reference these logs to ensure students are receiving services and address any student concerns promptly.

Case managers use questionnaires, logs, email, informal assessments, and conferences to monitor student progress towards IEP goals and incremental objectives. Progress is documented in Welligent on a quarterly basis, which is shared with parents in the form of progress reports via mail. Case managers maintain a spreadsheet containing information regarding the students' academic placement and services. This spreadsheet is submitted to academic counselors as a mechanism to ensure placement is aligned with the IEP. Furthermore, at the beginning of each semester, the Special Education office provides case managers with a copy of the schedules for all students on their caseload to review for compliance.

The case manager also maintains and monitors an IEP Passport of each student on their caseload. The IEP Passport is a digital record which provides a comprehensive view of student progress. This digital record is used to facilitate team monitoring of individual students. The Passports contain summarized information regarding a student's IEP, including: accommodations, related services, behavior support plan, and goals. This ensures teachers understand and implement FAPE in the LRE. These Passports are uploaded into Aeries, BCCHS's student information system, and accessible to all teachers, counselors, and substitute teachers. Additionally, Passports are updated at every IEP meeting and the new Passport is immediately uploaded into Aeries when the IEP has been locked and signed. Case managers also provide teachers with an electronic copy of the Passport at the beginning of every semester and whenever it is updated following an IEP meeting.

Differentiation Through Instructional Technology

Collaboration in the monitoring of student progress also occurs through the use of our instructional technology tools and school resources. ParentSquare has allowed Case Managers to communicate important information directly to all students on their caseload, to parents, and to the content teachers of their students. Case managers, Special Education teachers, Content Teachers and the Special Education support staff can post information related to classes, reminders, and announcements to students and families directly, thereby maintaining clarity and transparency about program information.

Additionally, teachers who are in co-teaching pairs share access to instructional tools including Google-classroom and Dreambox for math. Both the content teacher and the co-teaching Special Education teacher use these online tools to stay connected and on-pace with one another to keep messaging to students unified and consistent. These tools further support the common planning and collaboration for each class, and in the case of Dreambox, allows both teachers to view student progress on frequent assessments and to improve targeted instructional support with specific concepts.

Additional Time

Another strategy used to provide direct support to Students with Disabilities is the added time provided to students in tutoring four days each week. Paraprofessionals work with individual students and small groups to help them process and comprehend content, assignment instructions, and challenging concepts in each content area. They provide guidance and assistance for students to break down assignment tasks into smaller, more manageable parts so that students can progress through the content at a reasonable pace.

Case managers, content teachers and Special Education teachers are also available to students during office hours and extended learning time to provide support as needed and in alignment with achievement goals and a student's IEP.

Social Emotional Learning and Positive Behavior and Intervention Supports

Students with Disabilities often struggle with being stigmatized or developing negative self-views due to challenges that can be perceived as disciplinary issues. Often, Students with Disabilities are disciplined more often than students in the general population due to a lack of understanding of the relevant issues affecting these students and the needed support to manage their disability and learning differences. Birmingham has made a concerted effort to identify those Students with Disabilities with risk markers for disciplinary action in order to prevent exacerbating these challenges for students. Through professional development training for faculty and increased support services for students, we have incorporated SEL and PBIS to help students and faculty better understand and manage challenges faced by these students. This past year, professional development was provided by our school psychologist to help faculty recognize and support

students experiencing trauma and understand how it can impact focus, behavior, and social-emotional functioning. This awareness helps to reduce the number of Special Education assessment referrals by addressing student trauma and refraining from labeling those symptoms as a disability.

Some of the additional social and emotional supports for Students with Disabilities include:

- Student recognition for grades, attendance, attitude, improvement
- Soft-start and trauma-informed practices in the classroom
- restorative practices and PBIS on campus
- Training for support staff, security and deans

We continue to work to increase capacity among our staff to support the academic and social-emotional needs of Students with Disabilities and develop students' agency to self-regulate and advocate for their needs.

Progress and Impact of Strategies to Support Students with Disabilities

Our data clearly indicates that Students with Disabilities continue to perform at lower levels than other student subgroups. While SWD students have made gains in ELA and math over the past three years on par with the gains made by other subgroups, the learning gap between SWD and other subgroups is significant. The progress shows that the move to co-teaching and full inclusion for most SWD is working.

Conclusions About Strategies to Support Students with Disabilities

Given that gains have been marginal and growth is slow, we must continue to closely analyze the specific skill deficits for these students. Conducting ongoing analysis will inform the training and professional development needs of content teachers working to support SWD students in their classes. This training should also extend to the paraprofessionals working with SWDs through in class and after school support. Special Education teachers continue to collaborate with content teachers to assist with specific strategies to help students learn and retain their competencies in different content areas.

Strategies to Address Chronic Absenteeism

Chronic absenteeism is a primary cause of poor academic performance and a strong indicator of which students are at a higher risk of dropping out of high school. It is important to note that chronically absent students also miss out on the development of other important skills such as working in teams, resolving conflict, communicating successfully with peers as well as adults and other crucial social and emotional learning experiences. For the SY 2018-19, 16.3% of our students were chronically absent. In order to address the needs of our chronically absent students, we developed a three-pronged approach as detailed below.

Create a school culture in which attendance is celebrated

The importance of regular school attendance is explained and emphasized to the entire school community in various committees and councils. A strong campaign to inform students and families of the importance of being on time and in class every day is the unified message for all outgoing newsletters and at all meetings and in all classes and school activities. Attendance is emphasized at school committees and councils, including SSC and ELAC, and included in the Student Handbook and in the Home-School Compact for all families. Students with excellent attendance are recognized each month with awards and recognitions.

Early Intervention

The MTSS team facilitates intervention and supports through Grade Level MTSS teams. In each GLA MTSS team, the GLA administrator, lead teacher, dean, counselor, Pupil Services & Attendance (PSA) counselor and psychiatric social worker work together using data to identify chronically absent students in need of Tier 2 or 3 interventions. Once students have been identified the team reviews the data for the whole Grade Level to determine the high priority students and appropriate interventions to meet their needs. As interventions are implemented, the GLA MTSS team monitors student progress and reviews and reevaluates the supports periodically to modify them as needed.

Socially and Emotionally Responsive Instruction

Social Emotional Learning (SEL) training and instructional activities were implemented in GLAs and departments in response to lower levels of student engagement and increases in referrals for students in crisis. This training was recognition that before students can perform at high levels of academic proficiency, their core wellness needs must be met. Teachers were trained in the use of SEL techniques in the classroom and provided with an easy-to-use “Social Emotional Learning Menu” of activities of varied length and purpose.

There is also a schoolwide emphasis on trauma Informed practices and SEL techniques integrated across all content areas. All certificated and classified staff members received training concerning trauma informed practices which focused on:

- The prevalence of trauma among today’s youth
- The impact of COVID19
- Patterns of stress
- Challenges inherent for our socio disadvantaged population
- Establishing safety in the classroom
- Welcoming strategies for online learning

In addition to direct training for staff, Birmingham collected data on student wellness by administering the Resiliency Check-In Survey (RCI). Survey results identified students experiencing extreme mental health issues impacting their ability to learn. As a result, we provided targeted multi-tiered support to those students.

Progress and Impact of Strategies to Address Chronic Absenteeism

Chronic absenteeism continues as an area of concern for Birmingham. While our school continues to have a very high average daily attendance (ADA), above 95%, this number masks the high number of students who continue to be chronically absent. Data for 2019-2020 and 2020-2021 has not yet been published, but in reviewing the prior three year trend, our school experienced an increase in chronic absenteeism from 14.8% to 16.3% overall and for every subgroup. Our subgroup with the highest rates of chronic absenteeism include homeless and foster youth, with 33.3% and 34.7% chronically absent in 2018-19. These extremely vulnerable students face a number of factors contributing to an unstable living situation. Housing and food insecurity, lack of access to quality healthcare, lack of access to transportation are some of the chief factors preventing students' from arriving daily at school. The second highest subgroup of students who are chronically absent are those identified as multiracial (2 or more races). These students have a chronic absenteeism rate of 30%, followed next by English Learners at 27.1% and Students with Disabilities at 25.8%.

Chronically absent students averaged between 7 and 17 days of absences in 2018-19. Excused absences comprised 20% (foster) to 42% (Filipino) of reasons for the absence while unexcused absences comprised 58% (Filipino) to 80% (foster) of the absences.

Conclusions About Strategies to Improve Chronic Absenteeism

Each of these significant subgroups require interventions tailored to their specific needs. Through our systematic MTSS approach, we are improving the way we identify students early for intervention and reengagement. Our PSA counselor provides intensive support to chronically absent students, but we must invest in strategies that enlist the entire community to support these students. The high number of students who are chronically absent presents a tremendous challenge that must be addressed by the entire organization. The problems are much greater than one person can address. To that end, additional training for current faculty and staff will increase capacity for staff to identify warning signs and students in crisis early on. Additional support personnel and ongoing partnerships with intensive support service agencies will help us provide a comprehensive response to these students with significant needs.

V: Schoolwide Action Plan/SPSA Refinements

Plans for Continued Improvement

Shared leadership and increased, collaborative communication will foster common learning outcomes and skills at each grade level. This will be tangibly seen and implemented in ELA and math courses, and supported in the remaining content areas, where specific skills in literacy and numeracy will be the focus at each grade level.

Increase Proficiency in Math

We will continue to engage in intensive ongoing professional development for math curriculum alignment in partnership with CSUN's Center for Teaching and Learning. We will develop our Geometry alignment and ensure content and Special Education teachers work together to ensure strong instructional strategies for those full inclusion SWDs. We will also continue to implement innovative and flexible schedule and instructional models for our students most in need including low performing students in Algebra 1, Geometry, and Algebra 2.

English Learners

We will continue to invest in additional targeted supports and personnel to address individual learning needs for our English Learner students. We will utilize our bilingual staff to provide information and translation services to families to assist with ongoing navigation of our school systems, redesignation and reclassification process. Additionally, we will utilize our English Learner program support staff to provide individualized and small group bilingual content support in class and out of class through tutoring.

Students with Disabilities

We are expanding our co-teaching model for content and special education teachers to collaborate and develop implementation plans for their shared students. We continue to utilize technology resources (Google Classroom, Dreambox, etc.) to facilitate strong communication and team support for students' individual educational program needs. Strategies for future implementation include prioritizing co-teaching in the master schedule and continued use of instructional technology and student progress monitoring resources for SWD.

Chronic Absenteeism

This self-study process has illuminated the ongoing needs for our English Learner and Students with Disabilities subgroups. However, the analysis also revealed that we have other subgroups, primarily Foster and Homeless students, who have the highest rates of chronic absenteeism. We will continue to provide robust intervention services that address students' physical, social, emotional, and learning needs through our systematic MTSS approach. The emphasis will be on early identification and intervention for these students.

We have also developed a plan for reengagement for students who have been chronically absent or demonstrated low participation and performance, early indicators of future absenteeism. To support these students, we are working on developing a culture of collaboration by increasing and improving our communication with families, improving parent engagement strategies, and providing additional training for teachers to implement SEL and restorative practices in their classrooms.

Final Conclusions

Birmingham has continued to show growth in identified areas. Collaboration and systematic structures to support student growth are hallmarks of our educational improvement strategies. We will continue to work on increasing student achievement through leveraged structures such as our GLAs, committees and specialist personnel. We are also adding personnel to provide subject-matter expertise in math and science and implement best practices to mentor developing teachers.

Our interdisciplinary work will develop appropriate common skills for students and grade-level norms. Our schoolwide focus on developing literacy and numeracy skills will prepare students for post-secondary college and careers. Birmingham recognizes that improvement is an ongoing cycle of self-reflection. We undertake this work mindful of our ongoing impact and lasting investment in our students.