

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Birmingham Community Charter High School	19647331931047	5/20/25	5/31/25

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to document the identified needs, goals, annual measurable outcomes, actions, and funds designated to address the existing achievement gap amongst Birmingham’s Low Income, English Learner, and homeless students. Birmingham intends to address those achievement gaps by focusing on four (4) goals in this SPSA, which address the schoolwide and subgroup deficiencies in academic performance and other CA Dashboard indicators relating to college and career readiness, chronic absenteeism and parent engagement. These goals represent the continuing alignment of goals and actions of the SPSA with Birmingham’s LCAP, WASC (including the March 2024 Self-Study Report) and Charter Oversight Report addressed to our charter authorizer, LAUSD.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Birmingham continues its focused efforts to increase schoolwide SBAC proficiency in math and increase SBAC proficiency for select subgroups in ELA including English Learners (ELs) and Students with Disabilities (SWDs). With the introduction of the CAST, the school recognizes the necessity of also focusing on ensuring our Science program aligns with NGSS in order to prepare students for advanced AP classes and proficiency on the CAST. These efforts represent a schoolwide approach with the recognition that some subgroups do have additional challenges.

Birmingham’s value statements affirm our focus on each student by supporting and strengthening our community as a whole. Continual reflection and consideration is made to ensure the school is addressing the federal requirements as outlined in the eight priorities and that the requirements of all four of the school’s operating plans (SPSA, LCAP, WASC, and Charter Oversight Report) are in alignment and reflective of our cohesive strategy and action plan. This SPSA continues to chart out the school’s four major goals. Note: Since the school is dedicated to increased proficiency in all subject areas, the 23-24 Goals 1 and 2 were merged in the 24-25 SPSA. This consolidation of goals reflects a more global and comprehensive approach to our school’s academic aspirations. The four goals discussed in this plan reflect the belief that student academic success depends on a data-driven strategy of curriculum development coupled with appropriate instructional techniques that address each student’s unique learning and emotional needs vis a vis Maslow’s Hierarchy of Needs. The school’s approach to engagement and intervention is based on continual

consideration of student progress through the intersection of Maslow's Hierarchy of Needs and Bloom's Taxonomy of Learning. The school has a systemic approach to data collection and analysis through GLA and schoolwide MTSS committees. BCCHS is leveraging the existing GLA-based organizational structure and attendant programs to enhance community and to support each student's unique academic and social-emotional needs subsequent to the COVID shutdown and return to on-campus in person learning.

Although we are now five years from the COVID shutdown, we continue to recognize the need for continuing programs and strategies to address learning loss and comprehensive supports for our student body. Birmingham acknowledges the need to shift priorities in Instructional strategies due rapid changes in educational technology and the ubiquity of social media. In addition, academic rigor continues to be a priority as we prepare students for post-graduation education and careers. Parent and community engagement is acknowledged as an essential component of this strategy as evidenced by the well-staffed, centrally-located Parent Center and its robust roster of programs and workshops.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the planning process, the school consulted with its education partners and advisory councils utilizing a data-based decision making process, PDSA cycles, focus groups, and surveys. CA Dashboard state metrics and local indicators are used to assess student needs and revise programs and strategies. The school also built a data mining system so that immediate trends in student performance and attendance could be identified, assessed and addressed with annual review and updates to the plan. In addition, the school uses interim and cumulative assessment tools to track student progress in English, math, and science. Other monitoring tools including the UC Transcript Evaluation Service have been retained to determine progress toward graduation goals. All of this data is shared through various meetings, orientations and workshops. During the Title I Annual meeting, School Site Council (SSC) and English Learner's Advisory Council (ELAC) meetings, monthly Coffee with the Principal, there is a review of the prior year's performance results, along with LCAP, WASC and School Plan goals, additional CA Dashboard metrics, and local indicators. Root cause analysis and identification of greatest need are developed as part of the annual cycle of review, assessment, and planning. Administration meets weekly, the LCAP planning team meets at least monthly while the MTSS Committees meet monthly. At each of these meetings, school performance indicators were reviewed and strategies and programs were adjusted. During faculty meetings performance data is reviewed and assessed. Administration holds frequent meetings with student leadership and parent groups to provide updates on school operations and policies and to solicit feedback and address concerns. The school also includes extensive use of surveys to gather feedback and identify target areas for improvement. The school also uses a home-to-school communication platform to facilitate real time delivery of information in each student's home language.

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Actions/Strategies Funded by Title I, Part A

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Proposed 25-26 Title I, Part A Budget

Amount(s)	Source(s)
\$419,855 - College Counselors & CCR Staff	Title I, Part A
\$25,000 - McKinney Vento Services	Title I, Part A
\$183,826 - Credit Recovery - Summer School	Title I, Part A
\$348,700 - Parent Engagement & PRC Staff	Title I, Part A
\$51,441 - Indirect Costs	Title I, Part A
\$1,028,822 - Total Expense	Title I, Part A

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 - Part A

Note: As of the 2024-2025 SPSA, Birmingham has consolidated its previous academic goals in ELA and math into a single goal focused on proficiency in all subject areas. Given the extensive metrics to be reported and the detailed analysis of identified needs, goal analysis, and the action plan, Goal 1 has been split into two parts for clarity.

Increase Proficiency in All Subjects with a focus in English and Math.

Identified Need for ELA Performance

Birmingham's 2024 CA Dashboard report on the school's performance in ELA indicates that the school has earned a Status level of Green for All Students group with a 70.66% met or exceeded. The school performed 45.4 points above standard and maintained our standard score, with a slight 0.2 point difference, from the previous year and was well above the state's results of 47% and LAUSD's results of 49.55%.

Birmingham's EL and SWD subgroups performed in the Red range. No subgroups performed in the Orange or Yellow ranges while the Hispanic and SED subgroups performed in the Green range and A-As performed in the Blue range. Furthermore, most subgroups performed better in comparison to state results for DFS:

STUDENT GROUP	BCCHS AVG DFS	STATE AVG DFS	COMPARISON
ALL STUDENTS	+45.4	-13.2	HIGHER
AFRICAN AMERICAN	+35.7	-58.9	HIGHER
ENGLISH LEARNER	-50.2	-67.6	HIGHER
HOMELESS YOUTH	Not Significant (10)	-70.4	N/A
LATINO	+40.7	-39.3	HIGHER
SOCIO-ECON DISADV	+42.1	-40.9	HIGHER
SWD / SPED	-58.0	-95.6	HIGHER
WHITE	+72.8 (30)	+19.2	HIGHER

Root Causes for Birmingham EL and SWD Subgroup Distance from Standard vs the State Distance from Standard

All eight (8) of our subgroups show an average DFS on the 2024 CA School Dashboard above the state average. However, Birmingham's scores did decline from the previous school for the EL and SWD subgroups.

Major Issues to be Addressed in Birmingham's Subgroups:

- EL subgroup declined 16.3 points from the previous year.
- SWD subgroup declined 14.2 scale score points from the previous year, but exceeded the state at 16.98% met or exceeded.

To address the needs of all of our students particularly those in the EL and SWD subgroups, the following has been implemented:

- Differentiated reading instruction across all ELA classes
- Incorporation of rigorous AP preparatory curriculum
- Increased horizontal teaming and vertical integration by teachers
- Continued use of Renaissance STAR Assessments four times annually.
- Adoption of Achieve 3000 as local indicator for progress monitoring of lexile scores and skills

This is in addition to the continued emphasis on analysis of data derived from AB 1505 testing (STAR Renaissance) and other grade-level assessments to identify areas where remediation is needed and there's deficiencies in critical skills and competencies. This will continue through grade-level English department meetings and planning periods and grade-level, subject-specific and schoolwide PD. Counselors also continue to conduct analysis and meet

with students every semester for graduation and A-G checks, communication with teachers, students, and parents, and identification and intervention of at-risk students. Administration continues with PD that addresses strategies to support ELs and SWDs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA SBAC Schoolwide (11th graders) 21-22: 64.62%. Mean Scale Score: 2616.9	22-23: 70.02%. 45.6 points above standard. 23-24: 70.66%. 45.4 points above standard.	24-25: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
CA Dashboard: ELA SBAC for Current EL Subgroup 21-22: 10.87% / -69.7 below std	22-23: 5.26%/ -33.9 below std 23-24: 2.13%/-50.2 below std	24-25: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
CA Dashboard: ELA SBAC for SWD Subgroup 21-22: 28.57% / -54 below std	22-23: 33.84% /-43.8 below std 23-24: 26.99% / -58 below std	24-25: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
English Learner Progress: Making progress towards EL proficiency on the ELPAC 21-22: 61.5%	22-23: 47.3% 23-24: 49.3%, increase 2%	24-25: Increase to 68%
Reclassification Rate (* local metric) 21-22: 18.8% (49)	22-23: 35 students* 23-24: 50 students*	24-25: Increase to 20% of EL students reclassify as RFEP.

Goal 1-A Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Schoolwide PD for faculty in ELD Standards, SDAIE strategies, and differentiated instruction for ELs and LTELs. (2 PDs annually during 1-hour Wednesday mornings). PDs also provide strategies for literacy reinforcement in subject matter classes with high concentrations of ELLs through differentiated instructional strategies and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 1-A Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners (including Newcomers, ELL 1-4, and LTELs)

Strategy/Activity

English Learners Program includes:

- EL Program staffing of an administrator, full-time certificated EL Coordinator, full-time classified EL Liaison, and 6 full-time bilingual aides (5 for Spanish and 1 for Russian speakers) to provide ELL 1 and 2 students with primary language support in ELL, math, science, and social studies.
- All ELs are enrolled in an ELD class (exceptions made for seniors who need an additional core content class in their schedule).
- ELL levels 1-4 class size capped at 25:1 student to teacher ratio.
- Select ELs enrolled in supplemental English 11 double-block period to prepare for SBAC.
- ELs receive supplemental SBAC prep modules.
- Monitoring of grades and attendance of individual EL students by EL team (administrator, coordinator, liaison, and bilingual aides).
- Supplemental visual aids, readers, and consumables provided for ELL and LTEL students.
- Math classroom staffed with bilingual content teacher.
- Tier III Tutoring Program: Push-in subject-matter expert tutors in academic classes with high concentrations of ELLs.
- Additional EL teacher collaboration and planning time during school year and summer.
- Additional activities to address Newcomers’ academic and social needs.
- Training for bilingual aides in strategies and techniques to enhance support of classroom faculty and students requiring assistance.
- Bilingual tutoring offered every school day (before & after school) in all content areas to all ELs.

- Response to attendance issues includes tutoring, home visits, and school-based learning software.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 1-A Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Special Education Program includes:

In both English and Math programs, continue with co-teaching program with select classrooms staffed with a general education teacher (content specialist), special education teacher (IEP/differentiation specialist), and paraprofessional to ensure access to rigorous, grade-level curriculum. This facilitates full inclusion of SDC students in grades 9-12 with some exceptions. (See below for specialized courses.) Anticipate twelve (12) FTE SpEd certificated faculty in approximately 24 sections across the Master Matrix.

In both English and Math programs, staff paraprofessionals for classroom and 1:1 support. Anticipate staffing of approximately 24 classified paraprofessionals. This number may increase based on IEP requirements of incoming 9th grade students.

Case Managers (RSP certificated faculty) meet with students during their conference periods. Continue services to develop grade-level behavior expectations and de-escalation techniques for co-teaching teams. Continue staffing full-time classified Behavioral Implementation Developer (BID) and Manager of SpEd paraprofessionals.

Propose part-time certificated SpEd Instructional Coordinator to support co-teaching model and teachers with fully-included students with IEPs.

Continue working with CSUN Center for Teaching and Learning to support co-teaching model.

Provide extra duty time for co-teaching teams (general ed teachers and SpEd specialists) in **both ELA and Math classes** during Summer and school year as needed.

Provide extra duty time for both **ELA and Math** co-teaching teams to plan and to attend professional development during school year.

Auxiliaries for general education teachers to ensure lower class size for co-teaching classes capped at: **proposed** 25:1 in English 9, Algebra 1, Biology, English 10, and World History, and **proposed** 27:1 in English 11 and Algebra 2.

For both ELA and math classes, staff Extended School Year (ESY) and Summer School academic classes with SpEd paraprofessionals including SpEd Academic paraprofessionals and Specialized paraprofessionals as required per IEPs.

Provide training for SpEd paraprofessionals in strategies and techniques to enhance their support of classroom faculty wherein students require additional support in managing their behaviors.

Continue services to develop grade-level behavior expectations and de-escalation techniques for co-teaching teams. Continue staffing full-time classified Behavioral Implementation Developer (BID) and Manager of SpEd paraprofessionals.

SWDs receive specialized SBAC prep modules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 1-A Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities have proceeded as planned and reflect Birmingham’s continued focus on timely adjustment to implementation with the availability of frequently updated metrics reviewed by each academic department and via MTSS. The EL Program continues to address the various needs of students within each EL subgroup: Newcomers, At-risk students, and LTELs. Protocols and support systems have been strengthened to address the

unique learning and social emotional needs of students both new to the country, and in many cases, new to formal education. One-on-one counseling of these students has been helpful in refining techniques that enhance acquisition of English language skills. Both EL and subject-based tutoring programs, coupled with continued staffing of bilingual aides has further facilitated academic progress. Furthermore, program effectiveness is evident in the increase in the EL reclassification rates from 35 students in 21-22 to 50 students in 23-24. Also in 23-24, 49.3% of ELs were making progress towards English proficient, including 51.9% of LTELs..

In the SpEd program, the co-teaching model has been continued and enhanced with additional training in co-teaching dynamics and UDL, increased staffing of paraprofessionals, and the addition of a supplemental literacy skills class for select 9th graders. ALL SWDS are integrated into mainstream classes. As of April 2025, 7% of the SpEd population has EL status, and there is an established cross program approach wherein there is both a bilingual aide and a SpEd paraprofessional assigned to very select co-taught classes. It is important to note that the SpEd - EL percentage has been much higher in previous years.

The multi-year plan to develop classroom behavior standards and de-escalation techniques continued with the addition of a full-time Behavior Integration Developer (BID) who also manages the SpEd paraprofessionals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Performance data from the 23-24 school year reflects the benefits of strategies and activities including the maintenance and additional training of classroom-based paraprofessionals. Both inside and outside the classroom, Birmingham has continued providing academic support that includes in-class Tier 3 tutoring, staffing specific classes with both a bilingual aide and a paraprofessional, and continued use of the co-teaching model for classes that include SWDs. PD has focused on the important intersection between academic rigor, student social-emotional needs, and learning styles.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Birmingham's goals and metrics remain the same as do this year's Goal's activities/strategies. Increases in support staff have occurred yearly to meet the needs of individual students and targeted subgroups. A new part-time certificated SpEd Instructional Coach is currently under consideration to commence in 25-26. In general, students are still grappling with the impact of learning loss and social emotional challenges. This is especially true of those students in subgroups such as EL and SWD who already contend with additional barriers to success. Grade-by-grade seminar and athletic seminar classes will continue. Study skills classes will also continue specifically for SpEd students. Pursuant to AB 1505 requirements for charters, Birmingham has implemented AB 1505 requirements. Data from these assessments are being reviewed, analyzed and used to adjust instruction on a course and grade-level basis through collaborative, cohort planning..

Goal 1 - Part B

Note: For the current SPSA, Birmingham has consolidated its previous academic goals in ELA and math into a single goal focused on proficiency in all subject areas. Given the extensive metrics reported and the detailed analysis of identified needs, goal analysis, and the action plan, Goal 1 has been split into two parts for clarity.

Increase proficiency in All Subjects

Identified Needs for Math and Science Performance

Birmingham's 2024 CA Dashboard report on the school's performance in Math indicates that the school has earned a status level of Green All Students group with a 35.54% met or exceeded. The school performed 59.7 points below standard, but increased 11.7 points from the previous year. The school's performance on the dashboard is higher than the state which earned a status level of Orange; however, Birmingham is 12.1 points behind the state's average performance, which had a 47.04% met or exceeded with a negative 47.6 DFS, a 1.5 point maintenance from the previous year. It is important to note that when Birmingham's performance is compared to the State for 11th grade students ONLY (mean scaled score of 2547.8 and 27.9% met or exceeded), our school outperforms the state for All Students and all significant subgroups.

None of Birmingham's subgroups performed in the Red range for math. ELs, Homeless, and SWD subgroups performed in the Orange range, Hispanic and SEDs in the Yellow range.

Comparison of Birmingham vs. State:

Three of the school's subgroups including SEDs, A-As, and Hispanic performed better in comparison to state results for DFS:

STUDENT GROUP	Growth / Decline (from 2023)	BCCHS Avg DFS	Compared to State	STATE Avg DFS
All Students	11.7	-59.7	-12.1	-47.6
African American	20.1	-80.8	21.4	-102.2
English Learner	-6.1	-131	-37.6	-93.4
Homeless Youth	68.1	-61.4	44.6	-106
Latino	6.3	-65	14.2	-79.2
Socio-Econ Disadv	11.7	-61	17.2	-78.2
SWD / SPED	-12.8	-139.6	-15.3	-124.3
White	51.5	-6.9	3.4	-10.3

Conversely, the significant subgroups that experience a decrease in performance compared to the 23-24 school year include ELs and SWDs.

Root Cause Analysis:

A significant percentage of incoming students have deficits in their Math performance. Unlike previous years when a review of our incoming students was possible, we do not have SBAC information. Next year, we will conduct this analysis. In middle school, SWDs in SDC classes have limited access to content experts and do not receive the same quality of rigorous academic instruction compared to their general education peers. Furthermore, SWDs are not provided with equitable access to curriculum due to the lack of appropriate instructional practices. The inconsistencies relating to a lack of rigorous curriculum and the clustering of SWDs into traditional SpEd classes in middle school has not been effective. Additionally, ELs with less than four years in the US have gaps in school and minimal to no foundational level of math skills.

Major Issues to be Addressed in Birmingham schoolwide and subgroups:

- To address the needs of all of our students particularly those in the EL and SWD subgroups, the Math department continues to focus on curriculum alignment, additional collaboration time amongst course-alike teachers, schedule modification, and SBAC preparation.
- Utilize the 2x8 block to front-load math skills for students performing at low levels.
- Continue with SBAC prep curriculum and implement it in all Algebra 2 courses.
- Continue Interim Assessment Blocks (IAB) in Algebra 2 and Algebra 1 courses 2-3 times per year to monitor student progress.
- Professional development includes continued training on curriculum adoptions in Algebra 2.
- Utilizing technology tools for math instruction and assessment.
- Focused differentiated instruction.
- Data monitoring progress and learning using NWEA assessment results.
- Birmingham assesses all incoming 9th grade students and places them in appropriate math and science courses.
- Based on performance on the math placement assessment, a significant percentage of 9th graders are enrolled in a double-block Biology class.
- There's also summer school opportunities for skills building, credit recovery, and enrichment in math.
- Additional supports include in-class tutors staffed in classrooms with students at risk for academic performance and before and after school tutoring.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>CA Dashboard: Math SBAC</p> <p>21-22: 23.46% -79.5 DFS</p> <p>African Am: 23.08% / -79.3 DFS Filipino: 69.23% / +24.2 DFS Hispanic: 21.69% / -83.9 DFS White: 36.00% / -46.9 DFS SpEd: 3.17% / -150.6 DFS SED: 22.08% / -83.4 DFS EL: 4.35% / -152 DFS</p>	<p>22-23: 22.45% -69.6 DFS</p> <p>African Am: 11.43% / -100.9 DFS Filipino: 35.00% / -27.9 DFS Hispanic: 21.16% / -71.4 DFS White: 33.34% / -58.4 DFS SpEd: 7.81% / -126.8 DFS SED: 22.05% / -72.6 DFS EL: 10.53% / -124.9 DFS</p> <p>23-24: 31.83% -57.9 DFS</p> <p>African American: 20.69% / -80.8 DFS (+increased 20.1 pts) Filipino: 50% / -.9 points DFS (+increased 26.9 pts) Hispanic: 29.52% / -65 points DFS (+increased 6.3 pts) White: 50% / -6.9 points DFS (+increased 51.5 pts) SPED: 7.94% -139.6 points DFS (-declined 12.8 pts) EconDis: 30.68% / -61 points DFS (+increased 11.7 pts) EL: 4.26% / -131 points DFS (-declined 6.1 pts)</p>	<p>24-25: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score</p>
<p>CA Dashboard: Math SBAC for ELs</p> <p>21-22: 4.35% / -152 DFS</p>	<p>22-23: 10.53% / -124.9 DFS</p> <p>23-24: 4.26% / -131 points DFS (-declined 6.1 pts)</p>	<p>24-25: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score</p>
<p>CA Dashboard: Math SBAC for SWDs/SpEd</p> <p>21-22: 3.17% / -150.6 DFS</p>	<p>22-23: 7.81% / -126.8 DFS</p> <p>23-24: 7.94% -139.6 points DFS (-declined 12.8 pts)</p>	<p>24-25: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score</p>
<p>Algebra 1 Completion (9th graders completed Algebra 1 with C or better)</p> <p>21-22: 73.2%</p>	<p>22-23: 74.4%</p>	<p>24-25: 78% (9th graders will complete Algebra 1 course with C or better)</p>

Algebra 1 Completion	# Students in Group	# Completed	% Rate
9th Grade	716	548	76.5%
10th Grade	108	60	55.6%
11th Grade	38	24	63.2%

Algebra 1 Completion	# Students in Group	# Completed	% Rate
9th Grade	770	573	74.4%
10th Grade	16	13	81.3%
11th Grade	49	31	63.3%

23-24: 72%

Algebra 1 Completion	# Students in Group	# Completed	% Rate
9th Grade	738	531	72.0%
10th Grade	59	38	64.4%
11th Grade	2	2	100.0%
12th Grade	2	2	100.0%

Geometry Completion
(9th & 10th graders completed
Geometry with C or better)

21-22: 54.3% (9th & 10th)

Geometry Completion	# Students in Group	# Completed	% Rate
9th Grade	94	54	57.4%
10th Grade	597	321	53.8%
11th Grade	42	25	59.5%
12th Grade	19	11	57.9%

22-23: 54.8% (9th & 10th)

Geometry Completion	# Students in Group	# Completed	% Rate
9th Grade	155	87	56.1%
10th Grade	645	351	54.4%
11th Grade	52	36	69.2%
12th Grade	66	29	43.9%

24-25: 88% (9th and 10th combined)

23-24: 72.9% (9th & 10th)

Geometry Completion	# Students in Group	# Completed	% Rate
9th Grade	158	111	70.3%
10th Grade	548	404	73.7%
11th Grade	61	50	82.0%
12th Grade	43	27	62.8%

Algebra 2 Completion
(9th - 11th graders completed
Algebra 2 with C or better)

21-22: 81% (9th-11th combined)

Algebra 2 Completion	# Students in Group	# Completed	% Rate
9th Grade	2	2	100.0%
10th Grade	24	24	100.0%
11th Grade	532	426	80.1%
12th Grade	4	4	100.0%

22-23: 76.3% (9th-11th combined)

Algebra 2 Completion	# Students in Group	# Completed	% Rate
9th Grade	10	10	100.0%
10th Grade	106	95	89.6%
11th Grade	582	428	73.5%
12th Grade	16	12	75.0%

24-25: 92% (9th-11th combined)

23-24: 90.4%

Algebra 2 Completion	# Students in Group	# Completed	% Rate
9th Grade	10	9	90.0%
10th Grade	154	150	97.4%
11th Grade	537	475	88.5%
12th Grade	12	11	91.7%

Percentage of incoming 9th
graders completing placement
NWEA assessment

23-24:

24-25:

25-26: 100% of incoming 9th
graders will complete placement
assessment by end of
Orientation.

22-23 incoming 9th graders: 85%.		
CAST 21-22: 18.54% of students 22-23: 30.79% of students	23-24: 21% African Am: 20% Filipino: 36.37% Hispanic: 18.96% White: 32.26% Multiple: 36.36% SPED: 1.54% EL: 0.0% NSLP: 20.86%	24-25: 35% of students meet/exceed proficiency in science on CAST
CAST by Subgroups 21-22: African Am: 10.61% Filipino: 36.67% Hispanic: 16.87% White: 41.86% Multiple: 31.82% SPED: 3.20% EL: 2.86% NSLP: 16.52% 22-23: African Am: 17.14% Filipino: 52.38% Hispanic: 30.17% White: 38.23% Multiple: 33.34% SPED: 7.81% EL: 0.00% NSLP: 28.93%	23-24: African Am: 20% Filipino: 36.37% Hispanic: 18.96% White: 32.26% Multiple: 36.36% SPED: 1.54% EL: 0.0% NSLP: 20.86%	24-25: Increase proficiency by 5% over prior year for each subgroup.

Note: Several strategies and activities documented in Goal 1 are also applicable to Birmingham's endeavor to achieve Goal 2 benchmarks. For the sake of avoiding redundancy, they are not repeated in the Goal 2 section

Goal 1-B Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students; targeted classes with English Learners and Students with Disabilities

Strategy/Activity

Tier I tutoring provided for all students after school. Tier II tutoring provided based on teacher requests. Tier III tutoring includes push-in to math classes and other targeted academic classes (science and social studies) with English Learners and Students with Disabilities. Tutoring for ELs by bilingual aides before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 1-B Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students; subgroups English Learners and Students with Disabilities

Strategy/Activity

Utilizing **specific** online tools including DeltaMath and iXL, learning software and applications to increase foundational level skills, specifically for intervention students. Individual math teachers utilize additional online skill-building tools in math that don't require a fee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 1-B Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (Grade 11 only)

Strategy/Activity

Most Algebra 2 classes are programmed in double blocks. Serve two purposes: 1. Prepare for SBAC testing and pre-college/college-level math courses. 2. Embed credit recovery during the school day for Algebra 1 through Algebra 2 completion. Cost captured in salaries of Algebra 2 teachers - see LCAP Goal 1 Math Department Strategy/Activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 1-B Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As discussed in the Analysis for Goal 1, overall implementation of the strategies/activities proceeded as planned. Adjustments have been made as student academic and social emotional challenges emerged upon return to in-person instruction. Overall effectiveness of the Math program is evident in the limits in which SBAC proficiency rates decreased. Surveys of students and teachers have indicated that Tier 3 push-in tutoring in math classes are helpful and desired.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 23-24, there were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. During this second year of return to in-classroom instruction, the school continued to maintain increased access to Tier 3 tutoring, particularly in math, to address learning loss. After the interruption of the COVID shutdown, development of math curriculum and implementation of course pacing plans continued as planned. Throughout the year, course-alike math teams (including SpEd co-teachers) met to review test data and adjust curriculum pacing plans to focus on core standards and skills. Credit recovery systems continued and expanded as originally planned last year at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Math SBAC scores in 23-24 improved to 31.83%, an increase of 9.38 pts. Preliminary 24-25 scores indicate there is further improvement. There is no intent to make any major changes in this goal, the annual outcomes, metrics, or strategies/activities. In fact, strategies will continue with further focus since improvement was observed. Providing a class staffed with an Educational Specialist for Grade 9 students with significant skill deficits will continue, as will the use of teaching teams. Pursuant to AB 1505 Birmingham has retained NWEA. Course-alike math teams are working collaboratively to exploit numerous data points available. The use of In-class tutors placed in math classes, bilingual aides, and expansion of seminar and study skills classes will continue. SBAC data has been used to determine that skill reinforcement and credit recovery strategies will continue in 25-26 with the addition of IXL online student skill building software and an increase in credit recovery options.

Goal 2

Increase College and Career Readiness including for EL, SWD subgroups.

Identified Need

In 2020, the CDE discontinued the College Career Indicator. Therefore those metrics have been removed from the current SPSA. Birmingham continues to utilize data from the following metrics to determine schoolwide and subgroup progress in this area: Graduation Rate (4-year cohort); A-G Completion Rate, A-G Grade Level Benchmarks; CTE completion rate; and combined CTE and A-G completion. In addition, the percentage of student GPAs greater than or equal to 2.0 schoolwide and grade level and AP enrollment and pass rate are also tracked.

Root Cause Analysis:

Birmingham receives a large number of incoming and newly enrolled students who do not demonstrate grade level proficiency in English, math and/or science. The lack of proficiency in math is a particularly challenging barrier. In addition, we are also receiving a larger number of students with limited or interrupted formal education which poses an even greater challenge than students who arrive with only grade level gaps in instruction. As an independent charter, we often do not receive records and test scores for incoming students in a timely manner which hampers our ability to adequately serve students upon their arrival to our school. Birmingham has made A-G completion, by grade-level and by graduation, a leading metric to drive student success. These benchmark metrics align with this priority and the MTSS and counseling team are pursuing strategies and actions to increase course completion in all A-G categories. Specific strategies and actions to increase course completion in math are included in the Goal 1-B section of this plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate (all 4-year cohort) Schoolwide and subgroups 22-23: 95.4% Afr Am: 95.3% Filipino: 100% Hispanic: 95.1% White: 100% Multiple: * (<10 stu)	23-24: 96.1% Afr Am: 97.1% (+1.8%) Filipino: 100% Hispanic: 96.5% (+1.4%) White: 85.7% (-14.3%) Multiple: 95%	24-25: 97% 5% increase for each subgroup
A-G Completion Rate Schoolwide (UC/CSU) 22-23: 78.6% Afr Am: 78.6% Filipino: 100% Hispanic: 77.4% White: 89.7% Multiple: *(<10stu)	23-24: Overall: 76.5% (534/698) Afr Am: 70.6% Filipino: 85.7% Hispanic: 77.2% White: 62.9% Multiple: 80% Programs:	24-25: 80% 5% increase for each subgroup

<p>Programs: SPED: 61.3% EL: 70.9% SED: 78.1% Foster: Homeless: 63.6%</p>	<p>SPED: 48.2% EL: 54.7% SED: 76.5% Foster: * Homeless: 61.4%</p>	
<p>A-G Grade level Benchmarks by GLA (Percentage of students reaching grade-level A-G benchmarks by end of school year)</p> <p>22-23: CSU: 9th: 59.9% 10th: 60.5% 11th: 69.7% 12th: 74.8%</p> <p>UC: 9th: 44.1% 10th: 45.8% 11th: 55.1% 12th: 56.5%</p>	<p>23-24: CSU: 9th: 53.6% 10th: 61.0% 11th: 72.9% 12th: 69.8%</p> <p>UC: 9th: 40.4% 10th: 46.6% 11th: 52.6% 12th: 55.3%</p>	<p>24-25: For CSU Benchmark: 9th Graders: 55% 10th Graders: 62% 11th Graders: 75% 12th Graders: 75%</p>
<p>CTE Pathway completion by graduates</p>	<p>23-24: 46.45% 321 CTE completers 691 Seniors (per CTE Counselor)</p> <p>23-24: 45.8% 320 CTE completers</p>	<p>24-25: Increase to 48%</p>
<p>CTE Pathway and A-G Completion by graduates</p> <p>22-23: 27.5% 188 students</p>	<p>23-24: 39.5% 276 students</p>	<p>24-25: Increase to 42%</p>
<p>AP Enrollment schoolwide and by subgroup and program</p>	<p>23-24: 29.1% schoolwide</p> <p>SED: 27.9% EL: 15.5% Foster: N/A Homeless: N/A African-American : 17.0% Asian: 58.1%</p>	<p>24-25: 35% schoolwide</p> <p>2-5% increase for each subgroup and program.</p>

	Filipino: 55.7% Hispanic: 28.7% White: 32.2% Two or more races: 28.8% SPED: 7.8%	
Counselor 1:1: % of students receiving face-to-face interaction with academic counselor, at least once per grading period (6 grading periods per year).	23-24: Schoolwide: 71.6% 9th: 89.4% 10th: 81.2% 11th: 52.1% 12th: 58.6%	24-25: Schoolwide: 95%
22-23: Schoolwide: 92.2% 9th: 90.3% 10th: 93.8% 11th: 90.8% 12th: 94.2%		

Goal 2 Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain existing staff in College and Career Center: 2 college counselors, 1 career counselor, and 2 support staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$337,855	Title I, Part A
Career Counselor - salary & benefits	CTE Grant
\$82,000	Title I, Part A

Goal 2 Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors (including academic, college, career, and A-G functions) will inform and educate students (and parents) about A-G graduation requirements.

Activities include: twice yearly individual grad checks organized around A-G sequence goals,

- academic counselors meet each semester at least once per grading period to review academic progress and identify needs and challenges,
- classroom presentations,
- GLA-level college knowledge nights,
- presentations to SSC, ELAC, and Coffee with Principal, PTSW, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Contract use of SCOIR, a replacement for Naviance (PowerSchool), a college and career readiness technology platform, to track college applications and provide students with college and career guided workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue use of University of California's Transcript Evaluation Service (UCOP/TES) to track and evaluate grade level A-G progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SAS Students

Strategy/Activity

SAS program that includes honors, AP, and college-level courses. SAS Coordinator oversees the program including guiding students to complete the UC/CSU-approved Intersegmental General Education Transfer Curriculum (IGETC).

Provide enriched learning through National Ed Equity Lab course offerings with prestigious universities such as Stanford and Brown.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CTE Program - continuation of Birmingham's comprehensive program with 9 industry pathways:

- 12 certificated FTEs who teach all or some CTE courses,
- Administrative Consultant,
- Career Counselor
- Articulation agreements between CTE pathways and various community colleges. No administrative fees; costs relating to textbook purchases.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

McKinney Vento students

Strategy/Activity

Provide services, materials, and supports to ensure unhoused students have equitable access to academic and other school programs. Provide McKinney Vento Liaison to support students in completing a high school program college (A-G eligibility) and career ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$25,000

Title I, Part A

Goal 2 Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Dual enrollment availability with on-campus course offerings from community colleges. No administrative fees; costs relating to textbook purchases.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide expanded A-G math course offerings: Introduction to Data Science; Algebra/Trig; AP Calculus AB; AP Calculus BC; AP Computer Science, et; AP Pre-Calculus; Discrete Math; Statistics and Probability; and AP Statistics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide credit recovery options:

- Summer School credit - June 2026 session (FY 25-26)
- Accelerate - online learning during school year (Pds 0, 1 and 9) and June 2026 summer session.
- Course-based Independent Study (CBIS) provides courses for upperclassmen after school, during regular school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$348,700	Title I, Part A
Expenditures relating to this detailed Activity other than the amount of Title I funds allocated for Summer School are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Academically At-risk students including low income, ELs, and McKinney Vento students.

Strategy/Activity

Targeted Intervention classes including grade-level Seminar and Habits of Mind for Tier 2 and 3 students at-risk academically during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Subgroup: African-American Students

Strategy/Activity

Provide Targeted Subgroup Counselor for African-American students who coordinators with teachers, counselors, and families to ensure strong graduation rates.

Duties include to identify and provide academic supports to at-risk students, coordinate with teachers, academic counselors, and other support staff to ensure strong A-G completion and graduation rates, to communicate, support and build capacity in A-A parents. To facilitate Black Student Union (BSU) and Black Parent United (BPU) meetings and programming and cultivate college-going culture activities including special events and field trips with an emphasis on HBCUs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participate in National Education Equity Lab program which provides college courses from highly selective universities/colleges to high school students in underserved communities. Provides opportunities for low-income and minority students to have a college learning experience that is rigorous and challenging.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 2 Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to increase College and Career Readiness, a multi-pronged approach has been implemented. The strategy addresses three major goals: educating students and families about graduation and college admission requirements, increasing opportunities to fulfill A-G requirements, and providing CCR counseling that extends from ninth to twelfth grade. The strategies/activities include continued use of Naviance post-graduation planning platform in all grades and UC's TES system, individual counseling meetings, grade-level workshops and informational meetings for families, maintaining the aligning of the school's curriculum with UC/CSU A-G requirements, increasing both AP and other higher academic level course offerings, expanding CTE programs, and staffing the college center to serve all students have been very effective in achieving the articulated goal. Increases in grad rate, A-G completion rate, and applications to college/vocational school have all increased. To address the needs of at-risk students, a comprehensive response exists to address their academic and social-emotional needs that includes a data-driven MTSS program, intervention classes, credit recovery, tutoring, and extensive mental health services.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The strategies/activities implemented to support this goal have been refined over several years using a data-based approach to identifying student challenges and academic precursors. Any differences between intended Implementation and actual expenditures is based on the predicted versus actual number of students requiring support. Since all students have access to the majority of the listed activities, a major discrepancy in budgeted versus spending does not exist.

Counselors are able to schedule twice yearly, *in-person* 1-on-1 meetings with all students. Meetings focus on review of A-G grade-level benchmarks, credit recovery options, and referrals to on-campus and community services. Schoolwide and grade level MTSS groups meet regularly and adjust strategies and actions based on continually updated performance data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Schoolwide metrics for A-G completion, AP enrollment and passage rates, CTE completion, and graduation rate have been increasing in the last several years. The only notable change for 25-26 involves replacing Naviance with SCOIR, a college and career application technology platform. Continued efforts to improve rates for subgroups, specifically ELs and SWDs, continue to be a focus. Focused collaboration between the college counseling center and the EL and SWD departments continues. To increase Goal 2 metrics for African-American students, a Parent Liaison for this Targeted Subgroup has been staffed to address the needs and challenges our African American families and students have articulated as a minority subgroup. The liaison continues to work closely with our subgroup Academic Counselor and facilitates meetings and programming for the Black Student Union (BSU) and Black Parents United (BPU). Certificated staffing in all GLAs in

25-26, along with the MTSS, will remain at the existing high levels of support, and further contribute to the development of our school's college-going culture. Birmingham's participation in the National Education Equity Lab is also being expanded to include more courses and more students.

Goal 3

Decrease Chronic Absenteeism

Identified Need

Although the school is experiencing decreases in chronic absenteeism since the reopening of in-person learning in the 21-22 school year, the social emotional and academic impact of the COVID shutdown continues to provide challenges. have impacted attendance Rate which improved to 94.75% for the Fall Semester 23-24, and the school's Chronic Absenteeism Rate which decreased to 15.7% during the same time period. Birmingham's rate is still lower than local and state levels.

Root Cause Analysis:

The impact of the COVID shutdown on student's social-emotional well being and mental health continues with students challenged by depression and increased social anxiety. In 24-25, COVID-related absences decreased; however,

Birmingham has been dealt some blows to our Attendance rate: required school lockdowns in fall 2024, the devastating January 2025 local fires, and the community uncertainty and concern regarding the federal government's policies relating to undocumented residents. Some students and families struggle with understanding the purpose of maintaining regular attendance, while others are fearful of letting their children leave home due to immigration threats. . A dedicated A-G Completion counselor supports those students and works diligently to track all students enrolled at the school.

Birmingham Title I students represent 88% of school enrollment. There are multiple socio-economic challenges for those students and families who live in poverty: insecure housing, inadequate medical care, increased risk of mental health issues, lack of or inadequate Internet access, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism 22-23: 24.4% African Am: 27.2% Asian: 13.9% Filipino: 11.3% Hispanic: <u>24.0%</u> White: 29.2% 2 or more: 37.5% EL: 30.8% Foster: % Homeless: 35.0% SPED: 33.8% SocioEcon: 24.9%	23-24: 20.8% African Amer: 18.5% (27/146) Asian: 6.5% (2/31) Filipino: 10.5% (8/76) Hispanic: 20.8% (568/2735) White: 27.3% (38/139) 2 or more: 30.6% (19/62) EL: 25.2% (80/318) Foster: * Homeless: 30.7% (58/189) SPED: 26.9% (94/350) SED: 21.5% (631/2936)	25-26: Schoolwide: Decrease number of students chronically absent by 30 students compared to previous school year. Subgroups: Decrease chronic absenteeism among each subgroup by 5 percentage points.
Attendance Rate 22:23: 92.7% (does NOT incl. BVA) SPED: 91.0% EL: 91.5% SED: 92.6% African American: 92.4% Filipino: 95.5% Hispanic: 92.6% White: 92.1% Two or More: 90.2%	23-24: 93.6% 24-25: 93.2% (YTD mths 1-9)	25-26: Increase rate to 95% or above. Increase attendance rate for each subgroup by 2%

Goal 3 Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continuation of a Grade Level Academy (GLA) structure that supports student attendance and academic goals and social-emotional needs:

4 GLA coordinators,

4 deans,
4 PSWs,
1 A-G Counselor and
4 GLA classified clerks. All FTEs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 3 Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Multi-tiered System of Support (MTSS) Committee is composed of members of all four GLA teams, which makes data-based decisions to address emerging challenges. Students at every grade level and subgroup are identified for Tier 2 and 3 interventions including SSPT meetings. The committee meets every 3 weeks. This is supplemented by additional MTSS grade-level team meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 3 Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Educare after-school program that includes classes and workshops in high-interest areas. Educare ACE Initiative that provides social-emotional support for students, modeling SEL skills, student mentoring, day support, and parent engagement to support community, attendance, and academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 3 Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Staff full-time classified Paraprofessional Manager / Behavioral Implementation Developer (BID) to build grade-level behavior expectations and de-escalation techniques for co-teaching teams in order to guide students to self regulation and healthy expression of feelings, thus reducing suspension scenarios.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 3 Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Positive Behavioral Interventions and Supports (PBIS) Program. Staff PBIS Coordinator. Fund incentive program, i.e. REACH Rewards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Specific expenditures relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 3 Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of strategies/activities has helped in the reduction of chronic absenteeism. Birmingham takes a whole-child approach to addressing chronic absenteeism. The school provides comprehensive support services for students within the GLA structure of teachers, counselors, PSWs, deans, and administrators and extends to our tutoring program, the A-G counselor, referrals

for outside counseling, and a data-driven MTSS program that includes bimonthly meetings alternating between schoolwide and GLA team meetings.

Overall effectiveness of the strategies/activities has been challenged by student social emotional issues and increased concerns relating to nationwide immigration policies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The school's comprehensive MTSS and GLA structure continues to function as intended to identify and intervene with Tier 2 and 3 students in a timely manner. MTSS efforts included SSPTs, seminar classes for at-risk students, and study skills classes for SWDs. Robust staffing of SpEd paraprofessionals, bilingual aides, campus aides, and GLA PSWs continues as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Birmingham's response to student academic and social emotional challenges has been extensive. In addition to a fully-staffed GLA structure, the school added a Community Schools Coordinator two years ago to facilitate support services, coordinate with on-campus providers, and develop partnerships with community organizations. The full-time Activities Director position continues as part of the school's strategy to engage all students in campus life.

Goal 4

Increase Parent Engagement

Identified Need

While Birmingham utilizes multiple platforms to facilitate two-way communication with parents and has made great progress in the areas of parent engagement and participation, this area remains a focus area for growth. Parent surveys indicate that they utilize ParentSquare to engage in school news; however, many parents require additional support accessing and utilizing Google Classroom to monitor student progress. Parent University technology classes and workshops are provided to address parent needs. Now that COVID restrictions have been lifted there has been a great effort to re-engage parents to visit the Parent Resource Center (PRC) to collaborate, participate in workshops, and access information and resources.

Currently, there is strong parent participation through the school board and its subcommittees, SSC, ELAC, PTSA, and attendance at sporting events. Many of our students speak a language other than English at home. This presents barriers for parents to feel comfortable to communicate with school staff. We have identified the opportunity to develop the capacity of all of our staff to build relationships with families that include an understanding of each family's cultural background and language.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Parent and Family Engagement Local Indicator	23-24: Standard met. 24-25: Standard met.	25-26: Standard met.
Number of parents who respond to the Annual LCAP Parent Survey 22-23: 1,111 parents (681 English; 430 Spanish)	23-24: 1,131 parents 24-25: 1,277 parents	25-26: Increase the number of parents who respond to Annual LCAP Parent Survey to at least 1,400 parents.
ParentSquare	24-25: All parents are required to download the app as part of the enrollment process.	24-25: 100% contactable via ParentSquare 80% families receiving email 100% families receiving text 50% receiving app
AERIES Parent Portal		23-24: 100% request forms 55% maintain activity during school year

AERIES PARENT PORTAL ACCT TALLY

(as of Norm Day)

	2022-23	2021-22	2020-21	2019-20	2018-19
Total Enrollment	3044	3073	3159	3082	3144
Request forms	3043 (99%)	3065 (99%)	3119 (99%)	2747 (89%)	2766 (88%)
Active accts-last login current yr	1490 (49%)	1297 (42%)	2115 (68%)	457 (15%)	365 (12%)

Goal 4 Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain Parent Resource Center:

Parent Liaison (bilingual)

Parent Liaison for Targeted Support for A-A subgroup

Additional clerical support staff

Provide FACTOR courses, Parent University workshops, Provide ESL classes for parents, and Parent Institute conference to build capacity of parents.

Provide various parent workshops and information sessions to engage parents including Coffee with the Principal; Coffee with College Counselors, college nights, recognition assemblies, etc.

and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$348,700

Title I, Part A

Specific expenditures other than the Title I allocation relating to this detailed Activity are to be determined.

Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 4 Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue ParentSquare license, a school-to-home communication platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Specific expenditures relating to this detailed Activity are to be determined.	Proposed 25-26 Title I budget does not include any specific allocation for this Activity. Sources of funding will include LCFF and other state and local grants.

Goal 4 Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Birmingham embraces the philosophy that learning best occurs when students and families feel safe, seen and heard. An important factor that contributes to this is a commitment to embedding social-emotional learning (SEL) curriculum into students’ daily experience and ensuring that all staff receive PD in SEL and trauma-informed instructional strategies. Two-way communication is also crucial and Birmingham pursues feedback from parents through parent representation on the school’s governance committees and advisory councils (including PFET), and offers surveys, meetings, and workshops on schoolwide and specific issues. In use for the second year, ParentSquare is now the primary school-home communication platform with a 99% reach and allows for real-time home language messaging. Parents receive messages in the language of their choice. The Parent Center, staffed with our lead administrator, the Parent Liaison, the EL Liaison, and additional staff. It serves as the physical hub for parent resources and its focus is customer satisfaction. All parent programs this year, including parent ESL classes and Parent University, were offered virtually due to the pandemic shutdown. Birmingham maintains a very large, clean, and safe campus where

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or budget expenditures. Strategies/activities were implemented as planned; however, the PRC reconfigured its physical space, added support staff, and enhanced programming based on survey feedback. More specifically, the PRC reconfiguration reflects parent requests for a more lounge-like environment in which parents can visit for individual assistance, attend trainings and meetings, and collaborate with other parents and staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to this goal will occur in response to student and family challenges and feedback. The new Targeted Support Parent Liaison for the African-American subgroup has been staffed since 23-24 to address the needs and challenges our African-American families and students have articulated as a minority subgroup. This liaison works closely with our subgroup Academic Counselor and facilitates meetings and programming for the Black Student Union (BSU) and Black Parents United (BPU). The Parent Resource Center continues as an important resource hub and will continue to utilize meetings and surveys to engage parents as the school determines best practices to address challenges as they arise. The center continues to provide focused assistance to parents dealing with the challenges of accessing student information through AERIES Parent Portal and Google Classroom.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application - Estimated 25-26 Allocations	\$ 1,028,822
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	Specific expenditures relating to the SPSA outside of Title I, Part A, are to be determined.

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II, Part A	\$
Title IV, Part A	\$ 0

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
SpEd Grant (AB 602)	\$
LCFF	\$
Supplemental and Concentration	\$
LREBG	\$
CTE	\$
A-GCIEG	\$

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school:
\$