

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

26-27 Update

## LEA name:

Birmingham Community Charter High School

## CDS code:

19647331931047

## Link to the LCAP:

(optional)

<https://www.bcchs.net/local-control-and-accountability-plan>

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE I, PART D

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

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

**Strategy**

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

Birmingham Community Charter High School strategically uses federal funds to supplement and enhance the state-funded initiatives identified in our LCAP. While LCAP goals guide our overall priorities for increasing student achievement, federal funds allow us to intensify supports for our highest-need subgroups, including low-income students, English Learners, and students experiencing homelessness. For example, Title I funds are used to expand credit recovery opportunities and targeted interventions that go beyond the scope of state-funded instructional programs. Title II funds provide professional development to strengthen instructional practices for diverse learners, while Title IV funds enhance college and career readiness pathways, particularly through CTE and dual enrollment access.

These federal investments directly supplement LCAP goals related to increasing graduation rates, A–G completion, and postsecondary readiness. They also strengthen parent and family engagement initiatives by funding workshops, translation services, and outreach programs that are not covered by state allocations. Birmingham uses multiple metrics — including graduation, A–G, and CTE pathway completion rates, as well as college application, acceptance, and matriculation data — to monitor progress and ensure that federally funded initiatives are evidence-based and effective. This coordinated approach ensures that federal resources enhance, rather than replace, state funding and contribute to equitable outcomes for all students.

The following chart illustrates the alignment of goals amongst the 2024-2027 LCAP, the 2026-2027 SPSA, and the 2024 WASC Critical Areas for Follow-up:

| 2024-2027 LCAP GOALS<br>(Year 3 – 26-27)                                | 2026-2027 SPSA Goals                                                                                                                                                                                                                                                                                                                         | 2024 WASC Critical Areas for Follow-up<br>(Six 6 Year Accreditation)                                                              |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1. Academic Proficiency in all content areas (with an emphasis in Math) | 1. Increase proficiency in English, Math, and Science (unduplicated student groups)<br>   | EL and SWD achievement in English<br>School wide and EL and SWD achievement in Math<br>Close achievement gap for ELs/EMS and SWDs |
| 2. College and Career Readiness                                         | 2. Increase College and Career Readiness (for ELs/EMS and SWDs)                                                                                                                                                                                                                                                                              | Increase College and Career Readiness for ELs/EMS and SWDs                                                                        |
| 3. Positive School Climate                                              | 3. Decrease Chronic Absenteeism<br>4. Increase Parent Engagement                                                                                                                                                                                                                                                                             | Decrease Chronic Absenteeism and Improve Attendance Rates<br>Increase Parent and Student Participation                            |

## Alignment

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

Birmingham aligns the use of federal funds with activities funded by state and local resources by ensuring that all federally funded programs supplement and enhance, rather than replace, core services supported through the LCAP. This alignment is achieved through an annual comprehensive needs assessment and stakeholder engagement process, which identifies priorities that cut across funding sources. For example, state and local funds establish the foundation for academic instruction, while Title I funds provide additional targeted interventions for underserved students; Title II funds enhance teacher effectiveness through professional development; and Title IV funds expand college and career readiness opportunities and student supports. Coordination across these funding streams allows Birmingham to maximize impact, avoid duplication, and ensure that all investments are strategically tied to the same goals and measurable outcomes identified in the LCAP.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the

descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single-school site LEA, Birmingham does not face the challenge of human resource allocation over several school campuses. As of 2025-2026, the school's unduplicated count is 82.5% of total students enrolled, and 81.8% are eligible for the FRPM. For 2025-2026, Birmingham's HR department reports that there is one intern and nine misassigned teachers. The greatest challenge the school faces in terms of educator equity is ensuring that inexperienced teachers are providing quality instruction to students. At the beginning of 2025-26, there were eight first-year and eight second-year teachers at Birmingham. Some of these teachers have previous teaching experience.

Teacher recruitment is a multi-step process that involves human resources, administration, teachers, and other stakeholder groups. It is Birmingham's practice not to hire teachers without the appropriate credentials. If no teachers are identified who meet the district's requirements, Birmingham works with LACOE to secure a PIP, STIP, or GELAP for the selected candidate. During 2025-2026, there was one PIP for a teacher with an intern credential. Currently, two teachers hold these statuses - one each has PIP and GELAT designation. There were no teachers with STEP designation. When out-of-field assignments are unavoidable, Birmingham provides subject-specific coaching and professional development to ensure these teachers deliver rigorous, standards-aligned instruction until a fully credentialed teacher is secured or the teacher completes the required credentials.

Once hired, Birmingham's full-time Instructional Coach works with inexperienced teachers and focuses on classroom management, establishing routines and procedures, and instructional delivery. There's also support for lesson planning, differentiation, and social emotional learning.

Birmingham offers new teachers the option of participating in the two-year Induction Program, through the Hart school district, during which teachers work toward achieving a specific measurable goal around the CSTPs. After Year One of induction, teachers choose a new goal and complete an exit interview at the end of Year Two. Induction candidates participate in five PD experiences, observe two veteran teachers, implement six teaching strategies, and reflect on the impact on student achievement using data points with particular emphasis on students with SpEd and/or EL designation. Additionally, the teachers meet with the Instructional Coach, and separately, their mentor, for a minimum of an hour a week (organized into a minimum of two full-class observations and two full-length conference periods per month). They also meet collaboratively, as a group, a minimum of five times, as facilitated by the Induction Director from the Hart district. Throughout the year, the Coordinator offers various workshops addressing topics including classroom management, classroom discussion, and reading and writing strategies. She also hosts First Friday of the Month lunches for new teachers. The new teacher program is managed by an AP/Directors and is union sanctioned and non-evaluative.

Supplementing new teacher training, school wide and subject-based PD, grade level cohort meetings, including ELD and SWD specialists, occur weekly and focus on the LCAP goals of the school. PD is designed and implemented based on the academic and social emotional challenges of our low-income population through study of research and application of current studies. Part-time Instructional Coaches for English, math, and science also work with new and experienced teachers to enhance subject matter competence and instructional strategies to encourage the critical thinking skills that are emphasized in all areas of the California Subject Matter standards. Each year, Birmingham's HR department and administrative team review credentialing, assignment patterns, and student demographics to ensure that low-income students and minority students are not disproportionately taught by inexperienced, ineffective, or out-of-field teachers. If disparities are identified, adjustments to teacher assignments are made prior to the start of the school year to correct imbalances.

Teacher effectiveness is monitored through classroom observations and analysis of student performance data. Teachers identified as needing improvement receive targeted coaching, professional development, and additional support to ensure equitable access to high-quality instruction for all students.

Assignment of specific students to classes is based on academic need and skill level. Teachers are assigned to a line of courses based on knowledge of subject, pedagogical skill, and experience, ensuring an equitable distribution of teachers across the matrix. Barriers to educator equity are mitigated by ensuring that all teachers are effective and have experience in teaching students of all academic levels including SWDs, ELs, and students with gaps in previous instruction. The matrix is constructed to ensure teachers of all levels of experience teach at least one section of an intervention class for students who are struggling in that content area. This practice is followed in all departments to the greatest extent possible in order to mitigate barriers to equity for low-income students, SWDs, ELs, and homeless and foster students. Thus, this process ensures that inexperienced teachers do not have a disproportionate number of classes with low-income students. These practices align with ESSA Section 1111(g)(1)(B) and California's State Plan, ensuring Birmingham actively monitors and addresses any disparities in educator equity.

## **Parent and Family Engagement**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

BCCHS recognizes that meaningful parent and family engagement is essential to improving student achievement and closing opportunity gaps. Engagement efforts are designed to strengthen the home–school partnership, equip parents with tools to support learning at home, and ensure families participate in decision-making that affects their children’s education. By aligning workshops, communication strategies, and leadership opportunities with student learning goals, BCCHS builds shared responsibility for academic success and prepares all students for college and career readiness.

Each year, Birmingham evaluates and updates its Title I Parent and Family Engagement Policy and Home–School Compact using the LCAP Parent Climate Survey and presentations to groups such as PTSA, SSC, and ELAC. These processes provide parents with opportunities to voice concerns, request services, and contribute to program planning. Survey data are consolidated and aligned with LCAP stakeholder input. Additional feedback is gathered through grade-level parent focus groups and ongoing consultation between administration, the Title I Coordinator, and parents in SSC, ELAC, PTSA, and the 8-week Parent Institute, which trains families to support their children’s academic success.

The school offers a wide range of informational sessions and workshops, including a parent institute for EL families, sessions on state standards and assessments, and annual events such as Back-to-School Night, Open House, and the Title I Meeting. Parents engage in decision-making through SSC, ELAC, PTSA, the school board, and standing committees. Additional opportunities include adult ESL classes, grade-level workshops (college planning, PSAT/SAT), and programs designed to meet the specific needs of immigrant families, EL families, and families with students with disabilities.

The Parent Center is staffed by a full-time bilingual Parent Liaison, a Parent Liaison for African American families, and additional bilingual staff who provide direct support. Translation services, interpretation equipment, and the school website’s translation feature ensure accessibility for non-English-speaking parents. Two-way communication is supported through ParentSquare and the AERIES Parent Portal, both available in multiple languages. Parents receive training when enrolling students and also have access to Google Classroom. Communication is reinforced by the bilingual Patriot Parent eNewsletter, published nine times annually.

The Parent and Family Engagement Policy is developed jointly with parents through the Governing Board, PTSA, SSC, ELAC, and LCAP survey input. Feedback is incorporated into monthly Coffee with the Principal meetings, which are offered in English and Spanish and publicized widely. These sessions, along with open committee participation, provide parents with continuous opportunities to address concerns and suggest improvements. Parents also serve on the Governing Board and charter standing committees, and all community members—including students, families, staff, and local representatives—are encouraged to attend, observe, and provide feedback.

BCCHS staff are trained, with the assistance of parents, to value family contributions and to strengthen home–school partnerships. Ongoing professional development and policy reviews focus on improving communication, building parent programs, and engaging families as equal partners. Two-way communication occurs through parent–teacher conferences, committee meetings, surveys, the Parent Center, and schoolwide announcements.

To support families with disabilities, BCCHS ensures all communication is accessible through multiple formats—email, phone, print, website postings, and the Aeries Parent Portal. Parents complete home language and accessibility surveys at enrollment, which allow staff to identify and record individual support needs in the student information system. This ensures parents and guardians with disabilities or language barriers receive timely information and accommodations to fully access school programs and resources.

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

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a single-school LEA and charter, all Title I programs are implemented at our sole campus. Birmingham provides comprehensive schoolwide services designed to close achievement gaps and support students at risk of academic failure. Programs focus on improving math and science proficiency, expanding credit recovery and enrichment opportunities, strengthening college and career readiness, and identifying students most at risk academically and emotionally.

To achieve these goals, Birmingham implements LCAP initiatives such as double-block ELA and math in grades 9–10, double-block Biology courses, curriculum redesign across class levels, and expanded college-prep math options. These are supplemented by an extensive ESSA-funded tutoring program, which places highly trained tutors into math, ELA, and core content classes with high numbers of EL students. This model has produced measurable gains: SBAC ELA proficiency reached 75.3% in 2025, maintaining the high-performance levels of 2024, 64.4 points above standard and moved up to the Blue category on the California Dashboard. SBAC math rose to 29.2%, an increase of almost 7.5 points compared to the previous year and reached the Green category on the Dashboard. All significant subgroups posted growth.

Summer school provides credit recovery as well as enrichment courses, such as pre-AP course offerings, with consistently high participation. Additional supports are available through Birmingham's Blue and Gold College and Career Center (CCC), staffed by two full-time college counselors, a career counselor, an assistant, and a part-time counselor supporting African American students. College counselors are assigned by student cohort (A–Z) to provide continuity throughout high school. These efforts have increased postsecondary access: among the Class of 2025, 49% plan to attend four-year colleges and 33% plan to attend two-year institutions, with over 16% of seniors admitted to the top four most competitive UC campuses (Berkeley, Irvine, San Diego, and UCLA) and over 57% matriculating at CSUN and over 9% enrolling at CSUDH.

At-risk students are identified using multiple data sources, including attendance, chronic absenteeism, suspension/expulsion, graduation, dropout rates, and MTSS analytics. A full-time PSA

counselor supports attendance improvement, while MTSS provides Tier II and III interventions. Parents have real-time access to attendance and performance through the AERIES portal. Consultation with teachers, school leaders, parents, paraprofessionals, and specialized instructional support staff occurs through SSC, ELAC, and department-level meetings, where student performance data is reviewed and resources are allocated to students most in need. Consistent with Title I requirements, Birmingham prioritizes students who are academically at the greatest risk of failing to meet state standards, including low-income students, English learners, students with disabilities, foster youth, and homeless students.

Birmingham does not operate any Targeted Assistance programs under ESSA Section 1115, nor does it operate programs for neglected or delinquent children in local institutions or community day schools. However, students with these experiences who enroll at the school are provided academic and counseling supports through Title I-funded services and MTSS interventions, ensuring that all students at risk receive appropriate support.

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I, Part A reserved funds are used to remove barriers and provide supplemental support for homeless youth in coordination with McKinney-Vento services. These funds cover transportation, tutoring, school supplies, and other needs that promote equitable access. All services are designed to ensure homeless students can enroll immediately, maintain school stability, and access comparable services as required under McKinney-Vento. Title I supports supplement—rather than replace—the protections and services guaranteed under federal law.

Birmingham's program is guided by **Board Policy #15: Education for Homeless Children and Youth**. The Homeless Liaison, in consultation with the Chief Business Officer and Title I Coordinator, determines the annual Title I reservation based on the prior-year homeless student count and spending needs. Budget adjustments may be made midyear with **School Site Council** approval. Reserved funds are used for subsidized transportation, basic school participation needs (such as school supplies, PE uniforms, and locks), and access to a tiered tutoring program offered during and outside the regular school day.

The Homeless Liaison also coordinates with counselors, social workers, and external providers, including health clinics and family service agencies, to connect students with essential services such as eye exams, glasses, dental care, nutrition, and clothing. The liaison monitors attendance data regularly, identifying barriers early and working with families and staff to implement interventions that promote consistent attendance and school stability. Academic progress is tracked through grades, credit accumulation, and graduation readiness, with interventions coordinated by the liaison, counselors, and teachers to support long-term success.

Identification efforts are led by the Homeless Liaison using mandated ***Student Residence Questionnaires (SRQs)*** at enrollment and whenever a student's address changes. Faculty, counselors, deans, social workers, admissions staff, and academy lead teachers contribute to ongoing identification. Staff across the school receive regular professional development on McKinney-Vento compliance, enrollment, credit transfer, FERPA, reporting, and best practices for supporting homeless youth. The Governing Board is updated annually on the status of homeless students and the effectiveness of supports provided.

Additional supports includes assisting students with fee waivers for DMV IDs, birth certificates, Medi-Cal cards, and other essential documents. The Homeless Liaison maintains routine communication with students to monitor both academic and personal needs. For postsecondary planning, the liaison collaborates with college counselors to support FAFSA completion, guide college applications, and connect graduating students with higher education programs that specifically serve homeless youth.

Through our Community Schools program, Birmingham has partnered with the nearby food pantry of the LA Regional Food Bank, to provide monthly delivery of food essentials for McKinney-Vento families at no cost to the school or the families.

## **Student Transitions**

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

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Birmingham Community Charter High School (BCCHS) supports students through multiple transition points, ensuring they are prepared academically, socially, and emotionally. While the LEA does not operate early childhood programs, Birmingham collaborates with feeder elementary and middle schools to share student data and provide orientation and enrichment opportunities that smooth transitions into high school.

#### **Transition from Middle School to High School**

To prepare incoming ninth graders, Birmingham offers a comprehensive set of programs and supports:

- ***Placement & Orientation***

- In spring prior to enrollment, students complete placement exams in English and math.
- In summer before ninth grade, students and families participate in Summer Orientation, Parent Institute, and enrichment programs.
- Student sessions introduce mindfulness practices, honor roll requirements, progressive discipline, attendance expectations and incentives, after-school tutoring, and the Grade Level Academy (GLA) support staff.
- Parent sessions focus on using ParentSquare, Aeries, and Google Classroom; attendance importance; substance abuse awareness and prevention; GLA structure and supports; and resources for at-home academic support. The EL Program is presented to applicable families by the EL Coordinator and EL Liaison.

- ***Link Crew Peer Mentoring***

- Teachers and trained student leaders staff orientation through Link Crew, a program designed to help ninth graders feel welcomed and supported.
- Events for ninth graders are held throughout the school year to build community and engagement.
- Students identified as needing extra support are paired with a Link Crew mentor for ongoing academic and social guidance.

- ***Soft Start Program***

- A two-day schedule at the beginning of the year reviews grade-level requirements, deadlines, and expectations.
- Students also learn about the bell schedule, PBIS expectations, use of school information systems, and the STOPit App for anonymous reporting of bullying or threats.
- Community-building activities are embedded throughout the schedule.

- ***Social-Emotional and Academic Support***

- Birmingham implements PBIS with Tier II and III interventions for at-risk students.
- Supports includes both in-class and extended-day intervention, as well as services for English Learners, recent arrivals, and socio-economically disadvantaged students.
- Ongoing professional development is provided for teachers in PBIS implementation and classroom management.

## **Transition from High School to Postsecondary Education and Careers**

Birmingham's vision emphasizes college and career readiness for all students. Counselors and the College and Career Readiness (CCR) Center provide guidance, workshops, and family engagement opportunities to ensure students are prepared for postsecondary success.

- ***Counseling and Family Engagement***

- Counselors hold grade-specific meetings with students and families to guide college and career planning.
- Parent Nights for 11th and 12th graders cover college applications, financial aid, NCAA requirements, and career pathways.
- Families are trained in using resources to support students through the application and planning process.

- **Academic Preparation and Access**

- The master schedule prioritizes equitable access for low-income and underrepresented students to UC/CSU A–G, honors, AP, and advanced math/science courses.
- Credit recovery options are offered during the year and in summer, along with enrichment courses such as pre-AP preparation.
- All students receive planners to support responsibility and accountability.
- Counselors closely monitor English Learners’ reclassification progress to ensure timely graduation.

- **College Readiness Programs**

- Birmingham provides free on-campus SAT Prep classes and administers the PSAT annually to all 11th graders.
- Costs for PSAT result analysis are covered, ensuring equitable access, followed by family workshops on interpreting scores and planning next steps.
- The AP Program has expanded access to underrepresented populations. In 2024, BCCHS earned Silver recognition on the AP School Honor Roll for providing broad and equitable AP opportunities.
- Students also participate in dual enrollment courses through partnerships with local colleges and universities.

- **Career Readiness and Partnerships**

- The CCR Center is staffed with two college counselors, a CCR assistant, and a Career Counselor. Together they support students including low-income, Hispanic, African American, English Learners, RFEs, and DACA students.
- The Career Counselor leads a comprehensive Career Technical Education (CTE) program, offering pathways in high-growth industries.
- Birmingham maintains articulation agreements with local colleges to meet CTE pathway requirements and partners with industry professionals and corporate partners to provide certifications, work-based learning, and internships.

## **Summary**

Through collaboration with feeder schools, higher education institutions, employers, and community partners, Birmingham ensures students are supported at every key transition—from middle school to high school and from high school to college, career, or military service. These systems are designed to foster academic success, social-emotional wellness, and equitable access to opportunities, preparing all students for postsecondary readiness.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Birmingham addresses the requirements of this section of ESSA as follows:

- Increase the rigor of honors level courses to prepare students for the rigor and expected outcomes of AP courses AND to increase access to advanced courses. Birmingham identifies students for advanced coursework through multiple measures, including state test performance, classroom grades, teacher recommendations, and demonstrated interest, ensuring equitable access for underrepresented student groups.
- Create accelerated course pathways in the Master Schedule to increase the number of students who have access to advanced courses. These initiatives are supported with Title I resources to expand opportunities for low-income and historically underserved students.
- Continue all other elements of the SAS program including access to college courses. Title I funds also support the school library program, vis-à-vis Blue & Gold Center services. Birmingham provides a Chromebook to each student, digital resources, research skills instruction, and opportunities to develop digital literacy critical for college and career readiness.

# TITLE II, PART A

## Professional Growth and Improvement

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### **Professional Growth and Improvement**

BCCHS maintains comprehensive systems of professional growth and improvement designed to support teachers, principals, and other school leaders at all stages of their careers. These systems include structured induction programs, ongoing professional development, leadership development opportunities, and targeted supports aligned to both schoolwide goals and individual professional needs.

#### ***Teacher Induction and Mentoring***

New teachers participate in a two-year induction program supported by mentor teachers and a dedicated Instructional Coach. They meet regularly in small cohorts with peers and coaches to review best practices, share successes and challenges, and collaborate on solutions. Subject-specific instructional coaches in English, math, and science provide classroom observations and constructive feedback, ensuring that new teachers receive ongoing, personalized support. Teachers pursuing clear credentials are also provided with guidance, mentoring, and professional development to meet credentialing requirements.

#### ***Ongoing Professional Development for Faculty***

Ongoing professional development for all faculty occurs through regularly scheduled schoolwide trainings throughout the year. These sessions provide consistent information on policies, initiatives, and instructional practices. Additional learning takes place in department, academy, and committee meetings, where teachers engage in content-specific training, analyze data to inform instruction, and collaborate on implementing schoolwide initiatives. Faculty are also encouraged to attend regional, state, and national conferences to deepen subject-area expertise, build instructional capacity, and strengthen collaboration within their professional learning communities.

#### ***Teacher Leadership Opportunities***

BCCHS is committed to building meaningful teacher leadership. Teachers serve as department chairs, grade-level leads, and committee members, and many facilitate professional development sessions or lead book studies that inform instructional improvement. These opportunities expand teacher influence beyond the classroom and strengthen the school's capacity for continuous growth.

#### ***Leadership Development for Administrators and School Leaders***

School leaders, including the principal, executive team, counselors, and grade-level and department leads, meet weekly in cohort groups to review policies, initiatives, and progress toward schoolwide benchmarks. Leaders also participate in annual conferences, credentialing programs, and specialized trainings to strengthen their skills in organizational management and instructional leadership. Collaborative book studies and team-based professional learning further support ongoing growth and capacity building among administrators and school leaders.

### ***Annual and Compliance Trainings***

Finally, at the beginning of each school year, all faculty and staff participate in training that covers compliance requirements, health and safety protocols, and school policies. These sessions ensure that all staff are fully informed and prepared to meet expectations for student and staff well-being, instructional quality, and accountability.

### **Prioritizing Funding**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

This requirement is not applicable to Birmingham Community Charter High School, as the LEA operates a single school. Because there are no multiple schools within the agency to prioritize, the provision regarding prioritizing funds for schools implementing comprehensive or targeted support and improvement activities under Section 1111(d) does not apply.

However, BCCHS remains committed to the intent of this requirement. Should the school be identified for comprehensive or targeted support and improvement, Title II-A funds would be directed to support the identified needs of the school. Funds would be aligned with evidence-based strategies and professional development designed to build staff capacity, strengthen leadership, and improve student outcomes.

### **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Data and Ongoing Consultation to Support Continuous Improvement**

BCCHS uses data systematically to update and improve activities supported under Title II, Part A. Faculty engagement, compliance information, and instructional practices are regularly reviewed to ensure alignment with evidence-based strategies. Administrative leadership, instructional coaches, mentor teachers, department chairs, and peer partners analyze student achievement data throughout the year to identify learning gaps and share best practices with colleagues. In addition, faculty and leadership review student engagement and wellness indicators—such as attendance, disciplinary referrals, and suspensions—to address socio-emotional needs that may impact learning. Teachers also conduct peer observations to highlight strengths and growth areas in instruction, and Positive Behavioral Interventions and Supports (PBIS) data is reviewed at the classroom, department, grade-level, and schoolwide levels to monitor effectiveness. This cycle of inquiry ensures that policies, instructional strategies, and professional development activities are continuously refined to meet identified needs.

BCCHS also relies on ongoing consultation with stakeholders to guide improvements in activities supported under Title II, Part A. Input is gathered from teachers, staff, parents, students, and community partners through surveys, regular meetings, and participation in representative bodies such as the English Learner Advisory Committee, School Site Council, Governing Board committees, and community engagement forums. Information collected from these sources is reviewed and analyzed to identify strengths and areas for growth. School leadership then develops and implements strategies to address identified needs, celebrates successes, and monitors outcomes. The cycle continues as new data and stakeholder feedback are collected and reviewed, ensuring that Title II, Part A activities remain responsive, evidence-based, and aligned to schoolwide improvement goals.

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

*Birmingham does not accept federal Title III funds.*

### Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

*Birmingham does not accept federal Title III funds.*

### Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

*Birmingham does not accept federal Title III funds.*

### English Proficiency and Academic Achievement

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

***Birmingham does not accept federal Title III funds.***

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

### ESSA SECTION 4106(e)(1)

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS uses Title IV, Part A funds to support a well-rounded education, safe and healthy students, and the effective use of technology.

To promote a well-rounded education, funds are used to support academic enrichment opportunities such as field trips where students conduct scientific experiments in marine biology, college tours for 11th and 12th graders to University of California, California State University, and private campuses with International Student Tours' IST Campus Tours program, and an annual trip for African American students to visit Historically Black Colleges and Universities (HBCUs) as well as significant cultural and historical landmarks in partnership with EST (Educating Students Together) College Access Program. These experiences are designed to broaden students' academic horizons, foster college and career readiness, and strengthen cultural understanding.

To support safe and healthy students, Title IV, Part A funds provide transportation for rising seniors participating in the UCLA's College Board Summer Institute (CBSI) and rising juniors participating in UCLA's Career Academic Prep Academy, which serves first-generation college applicants. This partnership with UCLA helps students transition successfully to higher education, increases confidence, and builds connections to supportive campus resources.

To support the effective use of technology, funds are used to cover a portion of the salary and benefits of the Instructional Technology Coordinator. This position provides strategic leadership for technology integration and project management across the school. The Coordinator designs and delivers professional development for teachers, leads staff meetings focused on technology integration, and provides one-on-one and group support to faculty. The role also includes preparing training materials, maintaining technology resources for students and families, and updating school technology webpages. These activities ensure that teachers and students can effectively use educational technology to enhance instruction and learning outcomes.

BCCHS evaluates the effectiveness of these activities through student surveys, faculty, student, and parent feedback, and analysis of participation and achievement data. Objectives for Title IV, Part A programming include increasing college and career readiness, improving student engagement and access to enrichment opportunities, strengthening socio-emotional support for first-generation students, and enhancing instructional

quality through technology integration. Reports relating to all these activities are presented to the Governing Board and include short videos, photos, and testimonials by participating students. Progress toward these objectives is reviewed annually by school leadership and reported to the Board, with adjustments made as needed to ensure continuous improvement.