School Year: 2025-26; Proposed 2026-27 Actions

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	5/19/26	6/27/26

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. Pursuant to Section 1114(b)(6) of ESSA and CA EC 64001 the comprehensive needs assessment is embedded in this plan.

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. As a school community that includes 81% Title I students and 82.5% unduplicated eligible count, 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 six 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 to 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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Goal 4 - Activity 2

Proposed 25-26 Title I, Part A Budget

Amount(s)	Source(s)
$ 430,698 - College Counselors & CCR Staff	Title I, Part A
$ 36,000 - McKinney Vento Services	Title I, Part A
$ 274,404 - Credit Recovery - Summer School	Title I, Part A
$ 393,830 - Parent Engagement & PRC Staff	Title I, Part A
$ 94,199 - Indirect Costs	Title I, Part A

$ 1,229,130 - 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

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

Identified Need for ELA Performance

Birmingham's 2025 CA Dashboard report on the school's performance in ELA indicates that the school has earned a Status level of Blue schoolwide with a 77.3% met or exceeded. This is an increase from Green last year. The school performed 64.4 points above standard with a 19 point increase from the previous year and was well above the State's results of 51.7% and (8.1) points DFS and LAUSD's results of 54.9% with (17.8) points from DFS .

Birmingham's EL and SWD subgroups performed in the Yellow range, demonstrating growth from Red the previous year. A-As performed in the Green range and the Hispanic and SED subgroups performed in the Blue range.

CA Dashboard	2022-2023	2023-2024	2024-2025	2024	2025
ELA SBAC	Met/Exceeded (%)			Distance from Standard (Pts)	
School wide	70.66%	70.66%	75.32%	45.4	64.4
Socioeconomically-Disadvantaged	68.98%	69.48%	74.53%	42.1	62.7
ELs	5.26%	2.13%	20.69%	-50.2	-3.7
SWD Subgroup	33.9%	27.0%	42.9%	-58.0	-17.7
McKinney-Vento	48.1%	60.0%	53.6%	30.9	13.0
English Learner Progress	47.3%	49.3%	55.7%	-	-
EL Reclassification Rate (%) - local	18.8%	20.0%	TBD	-	-
EL Reclassification Rate (# students)	35	50	43	-	-
Hispanic or Latino	68.8%	68.8%	75.4%	40.7	64.6
White	83.3%	83.3%	91.3%	81.0	73.7
Black or African American	75.9%	75.9%	61.0%	35.7	35.7
Two or more races	*	*	75.0%		

Furthermore, all of Birmingham's subgroups performed better in comparison to LAUSD and State results for DFS. The school maintains substantial advantages across key subgroups, including His panic, SED, and A-A students. Even in groups where the DFS remains below standard - ELs and SWDs - Birmingham performs considerably higher than both LAUSD and state averages. Most notably, none of BCCHS' subgroups performs below the state, highlighting consistent, schoolwide effectiveness and equity evident in ELA outcomes.

2025 ELA DFS BY SIGNIFICANT SUGROUP	2025 BCCHS	2025 LAUSD	2025 STATE
All Students	**64.4**	**-17.8**	**-8.1**
Black or African American	**35.7**	**-43.1**	**-51.3**
English Learner (Reclassified 4 Years Included)	**-3.7**	**-66.9**	**-59.9**
Hispanic or Latino	**64.6**	**-28.5**	**-33.7**
Homeless Youth	**13.0**	**-90.0**	**-68.9**
Socioeconomically Disadvantaged	**62.7**	**-29.4**	**-35.3**
Students with Disabilities	**-17.7**	**-94.2**	**-89.4**

Birmingham EL and SWD Subgroup Distance from Standard Outperform Both LAUSD and the State

In light of these results, Birmingham will continue to pursue its instructional strategies and curriculum goals. Although there is room for improvement for the EL and SWD subgroups, the improvement in results over the last few years confirm the school's position as a high-performing and equitable education institution.

Birmingham will continue to address the needs of all of our students particularly in the EL and SWD subgroups with:

- Differentiated reading instruction across all ELA classes
- Incorporation of rigorous AP preparatory curriculum
- Horizontal teaming and vertical integration by teachers with consistency of instruction across grade level classrooms
- Renaissance STAR Assessments four times annually.
- Achieve 3000 as local indicator for progress monitoring of lexile scores and skills
- General and specialized tutoring for EL and SWD students before and after-school.

Strategic Focus Areas for the EL and SWD subgroups include:

- Intensive language development for ELs
- Inclusive instruction and co-teaching for SWDs
- Targeted small group instruction with students identified through MTSS data analysis and grade-level MTSS teams

- Data-driven instruction and progress monitoring
- Writing and literary acceleration

This is in addition to the annual cyclical process of analyzing 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 including introducing the *All Means All Institute* paradigm of instructional strategies to address accommodations, scaffolding, and UDL strategies in collaboration with EL PD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA SBAC Schoolwide (11th graders) 22-23: 70.66%. 45.6 points above standard.	23-24: 70.66%. 45.4 points above standard. 24-25: 75.32%. 64.4 points above standard.	25-26: 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 22-23: 5.26%/ -33.9 below std	23-24: 2.13%/-50.2 below std. 24-25: 20.69%/ 62.7 above std.	25-26: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
CA Dashboard: ELA SBAC for SWD Subgroup 22-23: 33.84% /-43.8 below std	23-24: 26.99% / -58 below std. 24-25: 42.9% / -17.7 below std.	25-26: 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 22-23: 47.3%	23-24: 49.3%, increased 2%. 24-25: 55.7%, increased 6.4%.	25-26: Increase to 68%
Reclassification Rate (* local metric) 22-23: 35 students*	23-24: 50 students (internal data) 24-25: 43 students (internal data)	25-26: 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)
$15,000	Supplemental & Concentration

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 ELL1 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)
$986,542	Supplemental & Concentration

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 26 classified paraprofessionals (14 classroom-based IEP support and 12 specialized 1:1 support) plus an additional five contracted paras based on review of 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.

In 26-27, literacy support will be provided with a learning lab designed solely for intervention and will be treated as an academic elective, not an ELA elective.

Continue 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 staffing full-time classified Behavioral Implementation Developer (BID) and Manager of SpEd paraprofessionals.

Continue services to develop grade-level behavior expectations and de-escalation techniques for co-teaching teams.

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)
$ 8,617,088 - covers total compensation for all school-employed SpEd paraprofessionals	TBD - Various state grants excl. S&C
$ 875,977	Federal IDEA Grant
$ 1,102,213 - for 5 vendor-employed supplemental SpEd paraprofessionals	Supplemental & Concentration

Goal 1-A Annual Review

SPSA Year Reviewed: 2025-2026

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 of 43 students in 24-25 and 50 students in 23-24. Also in 24-25 55.7% of ELs were making progress, an increase from 23-24 of 49.3%.

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. In 26-27, literacy support will be provided with a learning lab designed solely for intervention and will be treated as an academic elective, not an ELA elective. ALL SWDS are integrated into mainstream classes. As of May 2026, 10.7% of the EL population has SpEd status (only 23 students), 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 through the services 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 24-25 school year reflects the benefits of strategies and activities including continued training support 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, data analysis, 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. Changes (mostly increases) in support staff have occurred yearly to meet the needs of individual students and targeted subgroups. Staffing of two part-time certificated Instructional Coaches continues, one focusing on English content and the other focusing on the needs of SpEd students in inclusion classrooms. Due to continued political upheaval and the uncertainty for undocumented families, students are still grappling with the impact of learning loss and social emotional challenges, 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. 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 Performance

Birmingham's 2025 CA Dashboard report on the school's performance in Math indicates that the school has earned a status level of Green schoolwide with a 29.2% met or exceeded. The school performed (50.4) points below standard, but increased 7.5 points from the previous year. The school's performance on the Dashboard closely aligns with LAUSD (-48.9) but is below the State (42.2) points.

None of Birmingham's subgroups performed in the Red range for math. SWDs and A-A performed in the Orange range, ELs performed in the Yellow range, and Hispanic and SEDs performed in the Green range. Overall, this is an improvement over last year with subgroups moving up one or more color ranges.

CA Dashboard	2022-2023	2023-2024	2024-2025	2024	2025
Math SBAC	Met/Exceeded (%)			Distance from Standard (Pts)	
School wide	22.45%	31.83%	29.20%	-57.9	-50.4
Socioeconomically-Disadvantaged	22.05%	28.30%	74.53%	42.1	62.7
ELs	5.26%	4.35%	6.90%	-131.0	-106.4
Ever–EL (current ELs and Reclassified Fluent)		27.4%	24.6%	-	-
SWD Subgroup	7.8%	7.9%	1.4%	-139.6	-131.3
McKinney-Vento	18.5%	28.00%	14.29%	-61.4	-102.1
Algebra 1 Completion (9th graders with C or better)	74.4%	78.0%	78.2%	-	-
Geometry Completion (9th-10th graders with C or better)	54.8%	88.0%	87.0%	-	-
Algebra 2 Completion (9th-10th graders with C or better)	76.4%	88.0%	92.1%	-	-
Hispanic or Latino	21.2%	29.5%	28.8%	-65.0	-49.2
White	33.3%	50.0%	43.5%	-6.9	-16.1
Black or African American	11.4%	20.7%	12.2%	-80.8	-97.0
Two or more races	-	-	25.0%	-	

Birmingham Distance from Standard Versus Both LAUSD and the State

A comparison of Birmingham's performance in Mathematics as measured is mixed across subgroups. Schoolwide Birmingham is neck and neck with LAUSD, but below the state. Notably the school demonstrates stronger performance than both LAUSD and the State for Birmingham's largest subgroup; DFS for LAUSD and state for both Hispanic and SED sub runs in a 10-40 point differential. The school slightly outperformed both for Homeless Youth. While subgroups for ELs, SWDs, show lower DFS relative to the LAUSD and State group, Birmingham's overall Dashboard color remains Green, highlighting the positive change and improvement over time.This reflects meaningful progress despite ongoing areas for growth.

2025 MATH DFS BY SIGNIFICANT SUGROUP	2025 BCCHS	2025 LAUSD	2025 STATE
All Students	-50.4	-48.9	-42.4
Black or African American	-97.0	-80.9	-95.8
English Learner (Reclassified 4 Years Included)	-106.4	-83.8	-86.1
Hispanic or Latino	-49.2	-61.1	-73.6
Homeless Youth	-102.1	-108.8	-102.8
Socioeconomically Disadvantaged	-51.2	-60.7	-72.9
Students with Disabilities	-131.3	-122.0	-120.7

Root Cause Analysis:

A significant percentage of incoming students continue to have deficits in their Math performance. 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.

The Green Dashboard rating underscores sustained growth and improvement, reflecting the effectiveness of Birmingham's instructional strategies, push-in tutor schedule, mutli-year work on curriculum alignment and vertical development, strong co-teaching model, classroom inclusion and specific interventions for struggling Tier II and III students. Moving forward, targeted supports for subgroups will be key to building on this progress. The Continuous Improvement Plan emphasizes conceptual understanding, problem solving, and student discourse. This also aligns with Birmingham's overall academic strategy to emphasize student agency over learning and peer collaboration.

Major Issues to be Addressed for Birmingham Schoolwide and Subgroups:

- To address the needs of all or 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.

Strategic Focus Areas as outlined in Birmingham's Annual Oversight Report include:

1. **Curriculum Implementation – Illustrative Mathematics**

Actions:

- Adopt and implement Illustrative Mathematics across all grade levels (Algebra I, Geometry, Algebra II).
- Ensure alignment to California Common Core State Standards with a focus on conceptual understanding and problem-based learning.
- Develop pacing guides, unit plans, and common assessments aligned to IM.

2. Data-Driven Instruction & Assessment Cycles

Actions:

- Implement 6–8 week assessment cycles using common formative assessments aligned to IM units.
- Use PLC structures to analyze student work, identify misconceptions, and adjust instruction.
- Monitor DFS and performance band movement by subgroup.

3. Targeted Intervention & Acceleration

Actions:

- Provide tiered intervention during and after school (MTSS-aligned supports).
- Prioritize support for:
    - English Learners
    - Students with Disabilities
    - African American students
- Use small-group instruction and targeted IM scaffolds.

4. Professional Development & Instructional Coaching

Actions:

- Provide ongoing PD on:

    - IM instructional routines
    - Facilitating mathematical discourse
    - Differentiation and scaffolding
- Conduct instructional walkthroughs and coaching cycles focused on math practices.

5. Student Engagement & Mathematical Practices

Actions:

- Increase opportunities for student discourse, justification, and collaboration.
- Embed Standards for Mathematical Practice into daily instruction.
- Use real-world problem-solving tasks to increase relevance and engagement.

CAST Schoolwide and Subgroup Performance:

The California Science Test has been administered since 2019, but results were not included in the Dashboard until 2024 for informational purposes only. For 2025, Birmingham's schoolwide performance on the CAST is in the Blue range with 56.9 science points and an increase of 7 points. This is compared to State results in the Yellow range with 52.6 science points and maintained 1.5 points.

The A-A, EL, and SWD subgroups were in the Yellow range and Hispanic and SED subgroups were in the Blue range. A comparison of Birmingham's schoolwide and subgroup performance in the last two years indicates improvement across the board and is particularly noteworthy schoolwide in most categories. A more detailed analysis of performance and needs assessment is forthcoming.

CA Dashboard	2023-2024	2024-2025	2024	2025
CAST	Met/Exceeded (%)		Distance from Standard (Pts)	
School wide	21.0%	35.5%	599.5	606.5
Socioeconomically-Disadvantaged	20.9%	35.0%	599.3	606.2
ELs	0.0%	2.4%	579.6	589.0
Ever–EL (current ELs and Reclassified Fluent)	17.5%	30.9%	597.7	604.8
SWD Subgroup	1.5%	5.4%	585.6	591.6
McKinney-Vento	16.0%	17.7%	596.8	598.7
Hispanic or Latino	19.0%	35.6%	598.5	606.4
White	32.3%	36.0%	604.6	611.6
Black or African American	20.0%	24.4%	599.8	601.9
Two or more races	36.4%	33.3%	605.9	602.3

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<table>
<tr>
<td>CA Dashboard: Math SBAC

22-23: 22.45%
-69.6 DFS

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</td>
<td>23-24: 31.83%
-50.4 DFS
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)
EconDis:30.68% / -61 points DFS
(+increased 11.7 pts)

24-25: 29.2%
-57.9 DFS
African American: 12.2% / -97 DFS
(+decreased 16.3 pts)
Filipino: N/A
Hispanic: 28.8% / -49.2 points DFS
(+increased 15.8 pts)
White: 43.5% / 16.1 points DFS
(+decreased 9.3 pts)
SPED: 1.43% -131.3 points DFS
(+increased 8.3 pts)
EconDis:28.3% / -51.2 points DFS
(+increased 9.8 pts)
EL: 6.9% / -106.4 points DFS
(-increased 24.6 pts)</td>
<td>25-26: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score</td>
</tr>
<tr>
<td>CA Dashboard: Math SBAC for ELs

22-23: 10.53% / -124.9 DFS</td>
<td>23-24: 4.26% / -131 points DFS
(-declined 6.1 pts)

24-25: 6.9% / -106.4 points DFS
(-increased 24.6 pts)</td>
<td>25-26: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score</td>
</tr>
<tr>
<td>CA Dashboard: Math SBAC for SWDs/SpEd

22-23: 7.81% / -126.8 DFS</td>
<td>23-24: 7.94% -139.6 points DFS
(-declined 12.8 pts)

24-25: 1.43% -131.3 points DFS
(+increased 8.3 pts)</td>
<td>25-26: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score</td>
</tr>
<tr>
<td>Algebra 1 Completion
(9th graders completed Algebra 1 with C or better)

22-23: 74.4%</td>
<td>23-24: 72%
<table><tr><th>Algebra 1 Completion</th><th># Students in Group</th><th># Completed</th><th>% Rate</th></tr><tr><td>9th Grade</td><td>738</td><td>531</td><td>72.0%</td></tr><tr><td>10th Grade</td><td>59</td><td>38</td><td>64.4%</td></tr><tr><td>11th Grade</td><td>2</td><td>2</td><td>100.0%</td></tr><tr><td>12th Grade</td><td>2</td><td>2</td><td>100.0%</td></tr></table>
24-25: 78.2%</td>
<td>25-26: 80% (9th graders will complete Algebra 1 course with C or better)</td>
</tr>
</table>

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%

Algebra 1 Completion	# Students in Group	# Completed	% Rate
9th Grade	719	562	78.2%
10th Grade	117	86	73.5%
11th Grade	4	3	75.0%
12th Grade	1	1	100.0%

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

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%

23-24: 72.9%

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%

24-25: 87.0%

Geometry Completion	# Students in Group	# Completed	% Rate
9th Grade	166	145	87.3%
10th Grade	574	499	86.9%
11th Grade	77	68	88.3%
12th Grade	23	20	87.0%

25-26: 89% (9th and 10th combined)

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

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%

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%

24-25: 92.1%

Algebra 2 Completion	# Students in Group	# Completed	% Rate
9th Grade	44	43	97.7%
10th Grade	172	165	95.9%
11th Grade	540	488	90.4%
12th Grade	96	94	97.9%

25-26: 94% (9th-11th combined)

CAST

22-23: 30.79% of students

23-24: 21%

24-25: 35.5%

25-26: 38% of students meet/exceed proficiency in science on CAST

CAST
by Subgroups

22-23:
African Am: 17.14%
Filipino: 52.38%
Hispanic: 30.17%
White: 38.23%
Multiple: 33.34%

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%

25-26: Increase proficiency by 5% over prior year for each subgroup.

SPED: 7.81% EL: 0.00% NSLP: 28.93%	24-25: African Am: 24.39% +4.39% Filipino: 54.55% +18.18% Hispanic: 35.60% +16.64% White: 36.00% +3.74% Multiple: 33.33% SPED: 5.41% +3.87% EL: 2.44% +2.44% NSLP: 34.97% +14.11% (all grades)	

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

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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)
$301,264	LCFF Base

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 iXL, IDS, Delta Math, Edulastic, Kuta, etc. learning software and applications to increase foundational level skills, specifically for intervention students and alternative math course pathways. Individual math teachers utilize additional online skill-building tools in math that don't require a fee. Maintain certificated Educational Technology Coordinator position to support both students and teachers in utilizing classroom-based software and technology platforms to optimize learning and facilitate equitable access to learning.

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)
$ 111,000	Supplemental & Concentration
$ 138,707	Title II

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 26-27 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: 2025-2026

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 based on student needs in this post-COVID period. Overall effectiveness of the Math program is evident in Dashboard rating of Green schoolwide and the shift to the right for subgroups in 24-25 compared to 23-24. Previous year surveys of students and teachers indicate that Tier 3 push-in math tutoring is both helpful and highly desired. Analysis of 25-26 surveys are in process as of the date of this document's publication date.

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 24-25, there were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Tier 3 in-class tutoring during classroom instruction continues. The math department has completed its adoption of new textbooks, the development of math curriculum and implementation of course pacing plans. 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 as originally 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.

Math SBAC scores in 24-25 improved to 29.2%, an increase of 7.5; however the growth is in the decrease in the DFS at 50.4 compared to 57.9 in 23-24. 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. Skill reinforcement and credit recovery strategies will continue in 26-27 with the continued use of iXL online student skill building software.

Goal 2

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

Identified Need

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.

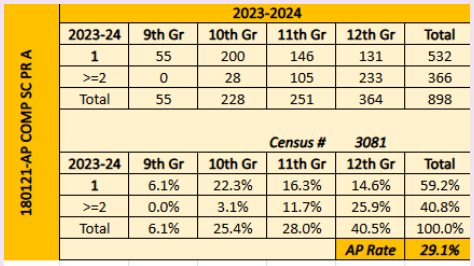
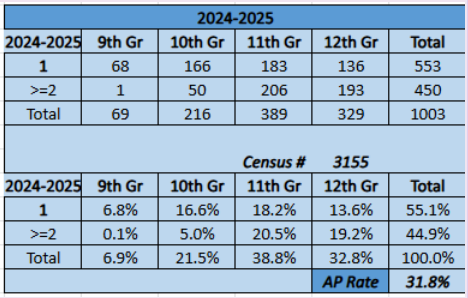
Root Cause Analysis:

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 also have a 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; however, the school schedules placement tests in English and math for almost all incoming 9th graders. 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 continue to pursue 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 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: 96.5% Maintained 0.4% Subgroups: Af. Am: 92.9% -(4.2%) Asian: 90.9% Filipino: 100% (maintained) Hispanic: 96.6% (maintained .1%) White:96.6% (+10.8%) SED: 96.7% (maintained .2%) Homeless: 95% (+4.1%) EL: 88% (+6.8%) SPED: 85.5% (+3.6%)	25-26: 97% 5% increase for each subgroup
A-G Completion Rate Schoolwide (UC/CSU) 23-24: Overall: 76.5% (534/698) Afr Am: 70.6% Filipino: 85.7%	24-25: 91.2% (656/719) Afr Am: 85.7% Filipino: 100.0% Hispanic: 91.2% White: 89.7% Multiple: * 2024-25	25-26: 94% 5% increase for each subgroup

Hispanic: 77.2% White: 62.9% Multiple: 80% Programs: SPED: 48.2% EL: 54.7% SED: 76.5% Foster: * Homeless: 61.4%	Programs: SPED: 63.9% EL: 80.6% SED: 91.5% Foster: * Homeless: 85.0%	
A-G Grade level Benchmarks by GLA (Percentage of students reaching grade-level A-G benchmarks by end of school year) 23-24: CSU: 9th: 53.6% 10th: 61.0% 11th: 72.9% 12th: 69.8% UC: 9th: 40.4% 10th: 46.6% 11th: 52.6% 12th: 55.3%	24-25: CSU: 9th: 57.6% (-4.0%) 10th: 54.5% (+6.5%) 11th: 72.2% (+0.7%) 12th: 74.5% (-4.7%) UC: 9th: 44.8% (-4.4%) 10th: 43.5% (+3.1%) 11th: 54.3% (-1.7%) 12th: 52.8% (+2.5%)	26-27: For CSU Benchmark: 9th Graders: 60% 10th Graders: 62% 11th Graders: 75% 12th Graders: 77%
CTE Pathway completion by graduates 23-24: 46.45% 321 CTE completers 691 Seniors (per CTE Counselor) 23-24: 45.8% 320 CTE completers	24-25: 46% 331/719	26-27: Increase to 48%
CTE Pathway and A-G Completion by graduates 23-24: 39.5% 276 students	24-25: 44.9% 323/719	26-27: Increase to 46%
AP Enrollment schoolwide and by subgroup and program		

23-24: 29.1% schoolwide  SED: 27.9% EL: 15.5% Foster: N/A Homeless: N/A African-American : 17.0% Asian: 58.1% Filipino: 55.7% Hispanic: 28.7% White: 32.2% Two or more races: 28.8% SPED: 7.8%	24-25: 31.8% schoolwide  SED: 31.0% EL: 16.4% Foster: N/A Homeless: N/A African-American : 31.1% Asian: 45.7% Filipino: 44.0% Hispanic: 31.1% White: 36.1% Two or more races: 34.6% SPED: 5.4%	26-27: 35% schoolwide 2-5% increase for each subgroup and program.
Counselor 1:1: % of students receiving face-to-face interaction with academic counselors, 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%

180121-AP COMP SC PR A

2023-2024					
2023-24	9th Gr	10th Gr	11th Gr	12th Gr	Total
1	55	200	146	131	532
>=2	0	28	105	233	366
Total	55	228	251	364	898
			Census #	*3081*	
2023-24	9th Gr	10th Gr	11th Gr	12th Gr	Total
1	6.1%	22.3%	16.3%	14.6%	59.2%
>=2	0.0%	3.1%	11.7%	25.9%	40.8%
Total	6.1%	25.4%	28.0%	40.5%	100.0%
				AP Rate	*29.1%*

2024-2025					
2024-2025	9th Gr	10th Gr	11th Gr	12th Gr	Total
1	68	166	183	136	553
>=2	1	50	206	193	450
Total	69	216	389	329	1003
			Census #	*3155*	
2024-2025	9th Gr	10th Gr	11th Gr	12th Gr	Total
1	6.8%	16.6%	18.2%	13.6%	55.1%
>=2	0.1%	5.0%	20.5%	19.2%	44.9%
Total	6.9%	21.5%	38.8%	32.8%	100.0%
				AP Rate	*31.8%*

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)
$ 430,698	**Title I, Part A**
$ 129,199	Supplemental & Concentration
$ 123,398	Federal Perkins Grants

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)
$934,692 - represents portion of academic counselors' salary & benefits.	LREBG

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 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)
$9,215	LCFF Base

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 California College Guidance Initiative (CCGI) 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)
$0	State-funded service. No expenses accrued.

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 (eligible for various enrichment programs)

Strategy/Activity

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

NEON Coordinator oversees the National Education Opportunity Network program (formerly known as National Education Equity Lab), 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.

Also funds academically enriching field trips for students.

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)
$ 298,356	LCFF Base
$ 91,264	Title IV
$ 50,843	Supplemental & Concentration

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)
$ 521,760	CTE State Grants
$ 123,398 Duplicate! Do NOT include in total.	Perkins Federal Grant (see G2 - A1)

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)
$ 36,000 $ 8,764	Title I, Part A LCFF Base

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)
$0	No fees for courses. Costs limited to any required textbooks and supplies required for enrolled students.

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. Embedded in LCAP Goal 1-Actions 3, 4, and 17.	Proposed 26-27 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 the 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)
$ 85,687 $ 55,701 $274,404	Supplemental & Concentration LREBG Title I, Part A

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. Embedded in LCAP Goal 1-Actions 3, 4, and 20. $31,200 - materials & supplies only.	Proposed 26-27 Title I budget does not include any specific allocation for this Activity. Supplemental & Concentration..

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)
Amount relating to the counselor is embedded in SPSA Goal 2 - Action 2.	Supplemental & Concentration.

Goal 2 Annual Review

SPSA Year Reviewed: 2025-2026

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.

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, providing CCR counseling that extends from ninth to twelfth grade, and use of MTSS teams and strategies to ensure all students are successful. The strategies/activities include the second-year expansion of SCOIR post-graduation planning platform, which replaced Naviance, and use of IDS, from National Center for Civic Innovation, which replaced UCOP'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 26-27 involves the rollout of SCOIR for all four grades, a college and career application technology platform, and the increased use of IDS, a National Center for Civic Innovation. Continued efforts to improve rates for subgroups, specifically ELs and SWDs, continue to be a focus. Collaboration between the college counseling center and the EL and SWD departments continues. In 26-27, an academic counselor will be dedicated to addressing the needs of our EL students, including Newcomers, who are new to American education and/or have not been enrolled in formal education prior to their enrollment at Birmingham.

The SpEd department will maintain its low ratio of IEP students to case carrier support. Birmingham's case carrier ratio continues to be at better levels than what is required by law.

To increase Goal 2 metrics for African-American students, Birmingham continues to staff a Parent Liaison and Academic/College Counselor, to address the needs and challenges of our African American student subgroup. The liaison and counselor work closely to ensure support for this subgroup and facilitates meetings and programming for college and career planning events and training, the Black Student Union (BSU) and Black Parents United (BPU) .

Certificated staffing in all GLAs in 26-27, 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 Opportunity Network (NEON) continues with robust student enrollment and course offerings.

Goal 3

Decrease Chronic Absenteeism

Identified Need

Birmingham continues to experience 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 and this has had a lingering effect on the Attendance Rate which improved to 93.4% in 24-25 and 94.4% YTD for first 9 months in 25-26, and the school's Chronic Absenteeism Rate which decreased to 21.1% in 24-25 and 12.1% in 25-26 (YTD through 4/21/267). Birmingham's rate continues to be lower than local and state levels.

Schoolwide	2021-22	2022-23	2023-24	2024-25	2025-YTD
Attendance Rate	92.4%	92.6%	93.6%	93.4%	94.5% (Months 1-9)
Chronic Absenteeism	27.4%	24.4%	20.8%	21.1%	12.6% (As of 5/27/26)

Root Cause Analysis:

COVID illness-related absences no longer make a significant impact on attendance; however, many in our school community continue to grapple with social-emotional well being and mental health with students challenged by depression and increased social anxiety. The school has an established structure to address student academic and social-emotional well being with grade-level administrators, lead teachers, academic counselors, PSWs, and deans who serve the same group of students throughout their time at Birmingham. Birmingham's MTSS program involves continual communication, collaboration, and review of data to address Tier 1, 2, and 3 student needs.

Increasingly, the school's Attendance Rate has been impacted by 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 81% of school enrollment and total unduplicated eligible students represent 82.5% of enrollment. There are multiple socio-economic challenges for those

students and families who live in poverty: transportation issues, insecure housing, inadequate medical care, increased risk of mental health issues, lack of or inadequate Internet access, etc.

Since the return to on-campus learning following COVID, Birmingham has prioritized daily attendance through a comprehensive program of attendance initiatives, incentives, celebrations, and educational outreach for students and families. Most importantly, the school has updated its electronic attendance and tardy tracking systems to help students and families monitor absences and tardies and to provide an online method for verifying absences.

This marks the first year of a multi-year rollout that will involve ongoing adjustments to ensure all families have equitable access to the absence verification process. Policy #065, Classroom-Based Attendance Policy, was ratified on 7/29/24 and updated on 11/18/25. The policy includes details regarding methods of absence verification and the referral process to appropriate agencies or the County District Attorney when a SART plan is unsuccessful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism 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)	24-25: 21.1% 25-26 (as of 5/27/26): 12.6% 389/3076 (local)	26-27: 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 23-24: 93.6% 24-25: 93.4%	25-26: 94.4% (YTD Mths 1-9)	26-27: 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)
$1,696,875	LCFF Base

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)

$ 324,398	LCFF Base
$ 472,276	Community Schools Grant
$ 1,222,284	Supplemental & Concentration

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)
$350,000 (After school program) $100,000 (ACE Initiative)	Supplemental & Concentration

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)
Covered in Goal 1A-Activity 3	Go to Goal 1A-Activity 3

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)
$14,450	Supplemental & Concentration

Goal 3 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

Develop system to track absences and tardies and facilitate online verification of absences and tardies by parents and families using Covantia web design services.

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)
Amount embedded in LCAP Goal 3 - Action 4.	LCFF Base

Goal 3 Annual Review

SPSA Year Reviewed: 2025-2026

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 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. Birmingham offers a wide range of sports teams, performing and visual arts courses and activities, student leadership organizations, and clubs to address the needs of students across interests and abilities.

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 has a full-time Community Schools Coordinator 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. The school also has a robust slate of extracurricular offerings and a PBIS Coordinator to ensure the campus is a friendly and civil environment.

Goal 4

Increase Parent Engagement

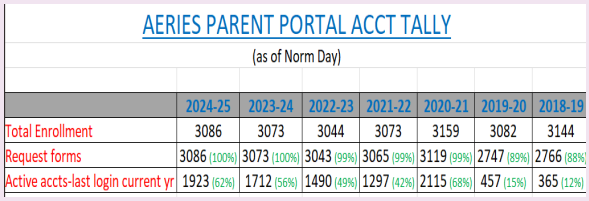
Identified Need

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.	26-27: Standard met.
Number of responses to the Annual LCAP Parent Survey 23-24: 1,131 responses	24-25: 1,277 responses 25-26: 1,475 responses	26-27: Increase the number of responses to Annual LCAP Parent Survey to at least 1,400 unique and 1,600 total.
ParentSquare **23-24 (as of 6-24-24):** 99.3% contactable 82% families receiving emails 93% families receiving text 26% receiving app	24-25 (as of 6-16-25): 98.5% contactable - 3224 students' families 87% families receiving emails 92% families receiving texts 30% families receiving app notifications Only 44 family records to reach 100% 25-26: (as of 5/21/26): 98.7% contactable - 3,857 students' families 87% families receiving emails 92% families receiving texts 41% families with app notif. 48 family records to fix to reach 100%	26-27: 90% parents w/email; 90% opted to receive email 95% parents w/phones; 95% opted to receive text 41% parents w/app; 41% receiving notifications

AERIES Parent Portal 	26-27: 100% request forms 55% maintain activity during school year

AERIES PARENT PORTAL ACCT TALLY

(as of Norm Day)

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
Total Enrollment	3086	3073	3044	3073	3159	3082	3144
Request forms	3086 (100%)	3073 (100%)	3043 (99%)	3065 (99%)	3119 (99%)	2747 (89%)	2766 (88%)
Active accts-last login current yr	1923 (62%)	1712 (56%)	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)
$ 393,830	**Title I, Part A**

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)
$ 27,000	LCFF Base

Goal 4 Annual Review

SPSA Year Reviewed: 2025-2026

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 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 Parents of BSU (BSU). 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 26-27 Allocations (incl. Indirect Costs)	$ 1,229,131
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA*	$ 19,924,284 *For some Activities described in this SPSA, specific expenditures have not yet been finalized. Where feasible, estimated expenditures are included herein.

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	$ 138,707
Title IV, Part A	$ 91,264

Perkins	$ 123,398
IDEA Grant	$ 875,977

Subtotal of additional federal funds included for this school: $ 1,229,346

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 ($)
LCFF Base Grant	$ 2,656,657
Supplemental and Concentration	$ 4,198,418
LREBG	$ 990,393
CTEIG and Golden State Pathways Grants	$ 521,760
Community Schools Grant	$ 472,276
Other State Grants - TBD	$ 8,626,303

Subtotal of state or local funds included for this school: $ 17,465,807

Total of federal, state, and/or local funds for this school: $ 19,924,284