

Focus On Learning



Community Charter High School

*WASC Self-Study Report
March 18-21, 2012*

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA DEPARTMENT OF EDUCATION**

**F O C U S O N L E A R N I N G
S E L F – S T U D Y
F O R**

**BIRMINGHAM COMMUNITY
CHARTER HIGH SCHOOL**

**17000 Haynes St.
Lake Balboa, California 91406**

**Marsha Coates
Principal**

**Joe Granish
Self-Study Coordinator**

March 19-21, 2012

**Birmingham Community Charter High School
17000 Haynes St.
Lake Balboa, California 91406
(818)758-5200**

WASC Visiting Committee

Mr. Bernie Hanlon, Chair
Charter Director
National University
Oceanside, CA

Mrs. Laurie Blue
Principal
Crossroads Charter Academy
Hanford, CA

Mr. Mark Cheney
Teacher
Escondido Charter High School
Escondido, CA

Mr. Ted Lyon, Jr.
Principal
Orcutt Academy Charter School
Orcutt, CA

Mr. Omar Montejano
Counselor
Animo Leadership Charter High School
Inglewood, CA

Ms. Brook Sell
Principal
Opportunities for Learning
Oxnard, CA

Mrs. Paula Ann Trevino
Principal
Helix Charter High School
La Mesa, CA

Mr. Robert Trunz, III
Teacher
Vista Real Charter High School
Oxnard, CA



**Birmingham Community Charter High School
WASC School Site Leadership Team
2011-2012**

Marsha Coates..... **CEO/Principal**
Marshall Mayotte **CFO**
Isaac Alatorre **Director/Assistant Principal**
Tracie Bowdoin..... **Director/Assistant Principal**
Irvin Castaneda **Director/Assistant Principal**
Pat Dwyer **Director/Assistant Principal**
Julie Zeller **Instructional Coordinator**
Joe Granish..... **WASC Coordinator**

Department Chairs:

Amber Setrakian **English**
Debbie Epstein **Fine Arts**
Jeanette Dias **Math**
Scott King **Physical Education**
Sandy Weber **Science**
Fred Granich **Social Science**
Frank Treece **Tech Arts**
Virginia Witherow **World Languages**

WASC Assistants:

Peggy Goyak **Teacher**
William Epps **Teacher**
Sheri Norris **Teacher**
Lucila Perez **Teacher**

SLC Lead Teachers:

Blue Kusaka..... **CAL Academy**
Missindy Wilkins..... **Freshman Academy**
Dino Dinielli **MASH Academy**
Eileen Harte **PVA Academy**
Matt De Fronzo..... **Social Justice Academy**
Chris Monaster **Tech. & Business Academy**

Support Services:

Sandra Harwin **Counselor**
Anne Stutzman **Counselor**
Troy Greene **Plant Manager**
Valarie Garcia..... **Human Resources Manager**
Laurie Singer **Office Technician**



Birmingham Community Charter High School

Governing Board 2011-2012

Larry Schapiro, President..... **Community Member**
Peggy Goyak, Secretary..... **Certificated Member**
Matthew Benbassat, Treasurer..... **Community Member**
Richard Derry..... **Certificated Member**
Melissa Effron Hayek **Community Member**
Rochelle Krondstadt..... **Certificated Member**
Colleen Milar **Classified Member**
Pualani Ober..... **Community Member**
Denise Peraza..... **Parent Member**
Antonio Pizano..... **Community Member**
Richard Surendranath..... **Certificated Member**

Birmingham Community Charter High School

Certificated Staff Roster 2011-2012

<u>Name</u>	<u>Job Class</u>	<u>Name</u>	<u>Job Class</u>
Aguirre, Rosario	Special Ed. Teacher	Granish, Joseph	Health Teacher
Alatorre , Isaac	A.P.	Gregorian, Evelyn	School Nurse
Alonzo Munoz, Vilma	English Teacher	Gurrola, Jesus	History Teacher
Andersen, De Estie	English Teacher	Gutierrez, Ana	Health Teacher
Arak, Sarah	Science Teacher	Harte, Eileen	Art Teacher
Avila, Dario	English Teacher	Harwin, Sandra	Counselor
Bader, Wendy	English Teacher	Hines, Steve	Science Teacher
Balestrero, Cynthia	Psychologist	Howe, Sandra	Special Ed. Teacher
Basile, Gregory	Science Teacher	Jacobson, Edward	English Teacher
Benarrous, Bruno	Math Teacher	Jenrich, Megan	English Teacher
Bennett, Leanne	P.E. Teacher	Jones, Andrew	P.E. Teacher
Berley, Hannah	Math Teacher	Kelly, Kevin	Art Teacher
Born, Anthony	History Teacher	Kim, Tommy	English Teacher
Bowdoin, Tracie	A.P.	King, Scott	P.E. Teacher
Brier, Debbie	Special Ed. Teacher	Kipp, Christopher	Science Teacher
Brown, Samantha	Counselor	Kofahl, Steven	Math Teacher
Burman, Lily	Transition Spclist.	Komen, Denis	History Teacher
Castaneda, Irvin	A.P.	Kronstadt, Rochelle	College Counselor
Cervantes, Silvia	Spanish Teacher	Kusaka, Blue	English Teacher
Chaccatori, Tina	History Teacher	Lewis, Joy	Special Ed. Teacher
Coates, Marsha	CEO/Principal	Loiacono, Rebecca	AVENTA Teacher
Combs, Sanford	Science Teacher	Lopez, Elena	Spanish Teacher
Commander, Michael	Special Ed. Teacher	Martin, Wendy	English Teacher
Copenbarger, Erin	History Teacher	Mc Adams, Timothy	English Teacher
Cruzalegui, Jeanette	Spanish Teacher	Mc Gauley, Todd	Science Teacher
DeFronzo, Richard	History Teacher	Medina, Froy	Math Teacher
Derry, Richard	Dean	Mikaelyan, Zarik	ROP Teacher
Dias, Jeanette	Math Teacher	Molinaro, Bertha	Spanish Teacher
Dimon, Roy	Math Teacher	Monaster, Christopher	Business Teacher
Dinielli, James	History Teacher	Mowry, Amy	Counselor
Doan, Thuy	Math Teacher	Mowry, Matthew	Dean
Dwyer, Patricia	A.P.	Muller, Marcia	P.E. Teacher
Epps, William	English Teacher	Nelson, Katherine	Drama Teacher
Epstein, Deborah	Art Teacher	Nguyen, Phi	Math Teacher
Fowler, Tonya	Science Teacher	Norris, Sheri	English Teacher
Freeman, Debra	Librarian	Omon, Emmanuel	Special Ed. Teacher
Gold, Barrie	Special Ed. Teacher	Ortega, Mark	Special Ed. Teacher
Gazarian, Lisa	DPA Counselor	Parisian, Brianna	Special Ed. Teacher
Goyak, Margaret	Home Ec. Teacher	Pedrani, Natalia	Spanish Teacher
Goyak, Sarah	History Teacher	Perez, Lucila	Geography Teacher
Granich, Frederick	History Teacher	Phillipson, Katherine	Science Teacher
		Powell, Katrina	English Teacher
		Prizant, Richard	Athletic Director

Birmingham Community Charter High School

Certificated Staff Roster - continued 2011-2012

<u>Name</u>	<u>Job Class</u>
Quintanilla, Norma	Spanish Teacher
Ramirez, Louis	New Teacher Mentor
Ramserran, Tarisa	Math Teacher
Reisbord, Melissa	English Teacher/Dean
Riboh Hendlish, Roslyn	Counselor
Roa, Jesse	English Teacher
Romero, Eric	Science Teacher
Rose, James	P.E. Teacher
Rubinger, Hayley	History Teacher
Salter-Harwin, Sandra	Counselor
Saracino, Vito	History Teacher
Sargent, Paula Sue	English Teacher
Scherrer, Stephanie	Counselor
Setrakian, Amber	English Teacher
Sierer, Harry	Band Teacher
Silva, Scott	Science Teacher
Silvers, Alysia	Math Teacher
Smith, Brooke	P.E. Teacher
Solares, Noe	Dean
Stutzman, Anne	Counselor
Suffolk, Michael	Choir Teacher
Surendranath, Richard	Math Teacher
Szymanski, Sabina	Special Ed. Teacher
Treece, Frank	Industrial Ed. Teacher
Turner, Mark	Science Teacher
Uline, James	History Teacher
Urbina, Erica	Spanish Teacher
Van Daalen Wetters, Sarah	History Teacher
Vasquez, Matthew	Special Ed. Teacher
Venger, Lindsey	Special Ed. Teacher
Weber, Sanford	Science Teacher
Wilkins, Missindy	English Teacher
Wilson, Hollie	Math Teacher
Witherow, Virginia	Spanish Teacher
Woody, Billy	ROP Teacher
Wu, Richard	Special Ed. Teacher
Wydra, Brendan	English Teacher
Wydra, Michele	History Teacher
Zeller, Julie	Instructional Coordinator
Zook, Angela	Counselor

Birmingham Community Charter High School

Classified/Support Staff Roster 2011-2012

<u>Name</u>	<u>Job Class</u>	<u>Name</u>	<u>Job Class</u>
Alfaro Sum, Gerbert	Office Tech.	Milar, Colleen	Sr. Office Tech.
Alag, Leonor	Education Aide	Miller, John	Pool Custodian
Alexander, Adele	Asst. Finance Mgr.	Mills, Joy	Special Ed. Asst.
Andrade, Ignacio	Special Ed. Asst.	Miramontes, Andrew	Civic Ctr. Asst.
Barajas, Hilda	Campus Security	Mirzakhania, Ann	Office Technician
Barrientos, Manuel	Campus Security	Moreno, Wendy	Special Ed. Trainee
Beltran, Francis	Computer Coord.	Morgan, Kyle	Campus Security
Brackins, Ashley	Special Ed. Trainee	Moynier, Jeanhee Heayun	Special Ed. Trainee
Brennan, Maryann	Office Technician	Nelson, Kayla	Special Ed. Asst.
Brown, Michaelyn	Special Ed. Trainee	Nguyen, Thanh	Civic Ctr. Asst.
Camberos, Carmen	EL Co-Coordinator	O'Carroll, Anthony	Maintenance
Carter, Joi	Campus Security	Oliveros, Nadine	Office Technician
Chaffino, Lourdes	Office Technician	Orellana, Maria	Maintenance
Chalabian, Vartan	Technology Mgr.	Ortiz, Claudia	Maintenance
Courtney, Christina	Lifeguard	Palmer, Teresa	Special Ed. Asst.
Cruz Reyes, Roxana	Maintenance	Perez, Cristina	Teacher Asst.
De La Cruz, Irene Felix	Maintenance	Ponce, Margarita	Parent Liaison
Duarte, Luis	Billing	Pulido, Liliana	Lifeguard
Elias, Vanessa	Special Ed. Asst.	Ramon Diaz-Rios, Jose	Teacher Asst.
Ennis, Michelle	Maintenance	Rico, Gus	Office Technician
Escamilla Perez, Hector	Lifeguard	Rosendo, Nora	Teacher Asst.
Fashakin, Fummi	Special Ed. Asst.	Rowe, Richard	Civic Ctr. Asst.
Flores, Gabriela	Office Technician	Russell, Darnell	Maintenance
Flores, Israel	Maintenance	Salvatierra, Andres	Maintenance
Fouk, Frank	Maintenance	Salvatierra, Maria	Office Technician
Gamez, Alex	Campus Security	Sanchez, Eloiza	Teacher Asst.
Garay, Mercedes	Special Ed. Asst.	Sanchez, Jessie	Lifeguard
Garcia, Valerie	H.R. Mgr.	Schoenrock, Jo-Ann	Special Ed. Trainee
Greene, Troy	Facilities Manager	Serrano, Michael	Campus Security
Gyadikyan, Vardui	Office Technician	Shafit, Patti	Special Ed. Asst.
Hagege, Sharon	Office Technician	Shattuck, Nancy	Special Ed. Asst.
Hernandez, Mariela	Office Technician	Singer, Laurie	Office Technician
Hernandez, Mirna	Special Ed. Trainee	Sink, Kris	Office Technician
Izarraras, Monica	Special Ed. Asst.	Solares, Jose	Lifeguard
Izarraras, Roberto	Special Ed. Trainee	Speck, Jana	Office Technician
Jimenez, Raul	Maintenance	Spillers, Frank	Special Ed. Asst.
Johnson, Ronald	Maintenance	Takhmazyan, Sentia	Special Ed. Asst.
Kutchuk, Felice	Teacher Asst.	Tapia, Victor	Maintenance
Loera, Antonio Jr.	Maintenance	Thaden, Paul	Maintenance
Maldonado, Elmer	Maintenance	Tigawalana, Bernard	Technology Asst.
Melgar, Oscar	Campus Security	Torres, Alberto	Special Ed. Asst.
Meza Villasenor, Arturo	Maintenance	Valencia, Miguel	Maintenance
		Vaquerano-Contreras, Nelson	Teacher Asst.

Birmingham Community Charter High School

Classified/Support Staff Roster - continued
2011-2012

Name

Vargas, Estela Temp.
Venegas, Rebecca
Villarreal, Lionel
Walker, Ryan
Walker, Steven Glen
Williamson, Kevin
Zadourian, Fedrick
Zayayou, Mikel
Zazanis, Nancy

Job Class

Parent Ctr. Asst.
Office Tech.
Activities Asst.
Maintenance
Facilities Manager
Lifeguard
Special Ed. Asst
Maintenance
Special Ed. Asst.

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL



CHAPTER 1

Student/Community Profile

CHAPTER 1: STUDENT/COMMUNITY PROFILE GUIDE

DEMOGRAPHIC DATA

Birmingham Community Charter High School

Birmingham Community Charter High School (formerly Birmingham High School) is an independent conversion charter high school located in the heart of the San Fernando Valley. It primarily serves the diverse communities of Lake Balboa, Van Nuys and Encino. Birmingham was founded in 1953 as a 7–12 grades combined high school and became solely a senior high school in 1963. On July 1, 2009, the LAUSD Board of Education voted to allow the high school to become a charter school under the name Birmingham Community Charter High School.

The Lake Balboa area, where Birmingham is physically located, is a relatively affluent area (compared to Los Angeles as a whole) composed primarily of single family homes. It is 49% white and 34% Latino. This is not representative of the Birmingham population, which is 9% white and 74% Latino, and has more than 70% eligible for free or reduced price meals. The majority of the Birmingham school population resides in an area of low income housing between the Van Nuys Airport and the 405 freeway, which is classified as west Van Nuys. Van Nuys as a whole is 61% Latino and 23% white, which is more similar the profile of the Birmingham student body.

	Lake Balboa	Van Nuys
Median household income (2008)	\$65, 336	\$41, 134
% of households with an annual income of greater than \$60 000	39%	20%
% of households with an annual income of less than \$20 000	17%	30%
% of residents 25 and older with less than a high school diploma	21%	43%
% of residents 25 and older with a four-year degree	23.5%	15.3%
Median age	35	28
Average household size	2.7	3.0
% of home ownership	66%	26%
Single parent families	14%	23%
% of residents foreign born	32%	49.8%

WASC Accreditation History

Birmingham (then Birmingham High School) had a full WASC accreditation visit April 10-13, 2005. The visiting team chairperson at that time was Mr. Dennis Price. Following this visit, Birmingham HS received an accreditation term of six years, with a three-year revisit. Mr. Price revisited Birmingham High School in April 2008 and found Birmingham to be making satisfactory progress in addressing the action plan items and visiting team recommendations. Due to the many changes underway in converting to charter status, Birmingham Community Charter requested and received a one-year accreditation extension, moving the next WASC visit from Spring 2011 to Spring 2012.

School Purpose

Birmingham High School's vision statement was "The Birmingham High School community collaborates to create an academically challenging, personalized, and supportive environment that prepares individual students to pursue their post high school academic and career goals."

The beliefs were:

- All students can learn
- All students have different learning styles
- Learning builds on the diverse experiences of every student
- All stakeholders -- students, families, and staff--affect student achievement

During the fall of 2011, Birmingham Community Charter High School stakeholders reviewed the school's vision and mission which was combined and condensed. The current vision statement of the school reads:

Birmingham Community Charter High School (BCCHS) will, through the collaborative efforts of its stakeholders (instructors, students, administrators, staff, parents and community partners), provide an innovative and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards, meet all graduation requirements, and pursue their post high school academic, career and personal goals. Additionally, BCCHS will encourage students to become committed members of the school community and exercise civic responsibility to ensure attainment of their stated goals.

The Expected Schoolwide Learning Results (ESLRs) were incorporated into the charter petition in 2009 and were referred to as "Graduation Goals." They read as follows:

- Access and organize information
- Communicate effectively
- Solve problems thoroughly
- Act responsibly

During the fall of 2011, the Birmingham Community Charter High School stakeholders reviewed and updated our ESLRs to accurately reflect the direction of our school community. They were then designed in such a way that all stakeholders would be able to remember them. The current ESLRs are:

BCCHS Patriots are:

Critical Thinkers

- Solve problems analytically
- Develop intellectual perseverance
- Develop solutions to problems using prior and newly-accessed knowledge
- Evaluation and application of information from all sources

Academic Achievers

- Make individual progress on California content standards assessments (CSTs)
- Pass the California High School Exit Exam (CAHSEE) and graduate from BCCHS
- Comprehend all types of written communication
- Strengthen academic vocabulary

Responsible Citizens

- Demonstrate ethical and respectful behavior
- Show a commitment to caring for the community
- Participate in career opportunities and education beyond high school
- Take responsibility for their actions

Effective Communicators

- Articulate thoughts clearly and effectively through writing, speaking, and multimedia
- Use the conventions of language appropriately and correctly
- Speak with confidence and clarity
- Develop socially appropriate interaction skills

We promote student success with innovative academic programs. As a charter school we have increased autonomy allowing students and staff to perform at high levels and our community to be more actively involved in our growth and progress. Birmingham remains committed to serving students who reside in our district, pupils previously enrolled at our school as well as others who wish to attend. We understand and recognize the crucial role of varied educational techniques as we meet the needs of able, gifted, developing and special needs students.

As a neighborhood school offering a solid college-preparatory education balanced with career and post-secondary job training, Birmingham will continue fostering a community atmosphere within our school and create a welcoming environment for local families, businesses and organizations.

Birmingham Community Charter High School offers students a full range of subjects in its academic curriculum. All students study a core curriculum of Math, English, Science, Social Studies, and Foreign Languages. In addition, performing and visual arts elective classes are offered in a variety of subjects including music, drama, painting and drawing. Electives are also offered in business and technology, child development, and wood shop.

The school is organized around the Small Learning Communities (SLC) model. Each SLC, except the Freshman Academy, has approximately 400 students and has a specific curriculum/career emphasis. The Birmingham SLCs are:

- Freshman Academy
- Creative and Liberal Arts Academy(CAL)
- Medical, Athletics, Science & Health (MASH) Academy
- Performing and Visual Arts Academy (PVA)
- Social Justice/Media Academy (SJ)
- Technology and Business Academy (TB)

Birmingham Community Charter High School has in place standing committees that focus on specific tasks and/or policy recommendations to be brought to the Birmingham Community Charter High School Governing Board. The standing committees and their areas of focus are:

- Curriculum and Instruction – curriculum, instructional delivery, professional development, graduation, technology, school calendar and scheduling.
- Student Services – school safety, security, attendance, and student needs.
- Human Resources – employee contracts, salary, benefits, incentives, and work related issues.
- Facilities and Operations – new construction projects, facilities rental policy, bond funds appropriation, other plant improvements

The composition of the standing committees is directed by the Charter Petition.

Status of School in Terms of Student Performance

Birmingham Community Charter High School is a schoolwide Title I school. Title I services include tutoring, classroom aides, supplemental books and software.

Birmingham did not meet Adequate Yearly Progress for 2010 and 2011. The school met ten out of 18 AYP requirements in 2011, nine out of 18 AYP requirements for 2010 and two out of 18 AYP requirements for 2009. Currently BCCHS is in Program Improvement (Year 3).

BCCHS has been working diligently to improve test scores across the board. Various strategies have been put in place to work with under-performing students to increase test scores. These strategies have proven effective as we saw an increase school wide in scores and 43 points in our API in the 2010-11 school year.

In 2009 and 2010, Birmingham did not achieve sufficient percentages of students, in any subgroups, reaching the target Proficient or Advanced levels in reading or math.

Birmingham's progress is overseen by the charter-granting body, LAUSD, which provides yearly evaluation through the Innovation and Charter Schools Division (CSD) School Performance Evaluation

process. At the April 12-13, 2010 visit, the CSD rated BCCHS “Developing” in Student Achievement and Educational Performance, and Governance and Organization Management.

Birmingham is not currently working with any other outside providers or external evaluators, and does not have a corrective action plan or joint intervention plan.

Enrollment

In the 2009-10 school year (charter year 1), the enrollment at BCCHS was 2661 students. In the two years following, enrollment showed an overall increase and currently stands at 2790 students. This is in contrast to a decreasing enrollment trend seen from 2004-05 to 2008-09. This trend was primarily due to a school-age population reduction in this geographic area, a trend shared by all neighboring schools, and the separation of the Daniel Pearl Journalism Magnet from the charter at the beginning of the 2009-10 school year.

ENROLLMENT BY GRADE LEVEL			
	2011-2012	2010-2011	2009-2010
12th Grade	703	780	662
11th Grade	750	722	708
10 Grade	655	724	609
9th Grade	682	655	682
TOTAL	2790	2881	2661

Error! Not a valid link.

ENROLLMENT BY GENDER			
	2011-2012	2010-2011	2009-2010
Female	1342	1368	1292
Male	1448	1513	1369
TOTAL	2790	2881	2661

ENROLLMENT BY ETHNICITY			
	2011-2012	2010-2011	2009-2010
American Indian	0.4%	0.2%	0.3%
Asian	3.8%	3.8%	4.6%
Black	8.2%	9.0%	8.7%
Hispanic	77.9%	76.1%	75.9%
White	8.6%	9.7%	9.7%
Pacific Islander	0.9%	1.0%	0.6%

Predominate primary languages other than English (e.g., Spanish, Hmong)

The vast majority of our English Language Learners are Spanish speakers, but our population also includes Armenian, Filipino, Farsi, Russian and South Asian languages. The percentage of English Language Learners at Birmingham has increased by about 2% over the last three school years as seen below.

	2009/10	2008/09	2007/08
Armenian	14 (0.5%)	12 (0.4%)	14 (0.4%)
Farsi (Persian)	5 (0.2%)	7 (0.2%)	N/A
Filipino (Pilipino or Tagalog)	9 (0.3%)	6 (0.2%)	9 (0.3%)
Spanish	470 (17.5%)*	534 (16.6%)	534 (15.6%)
Urdu or Punjabi	4 (0.1%)	4 (0.1%)	6 (0.2%)
All Other	20 (0.7%)	27 (0.8%)	28 (0.8%)
Total	522 (19.4%)	590 (18.4%)	591 (17.3%)

* Total number of students (% of entire student body)

Title I

Birmingham is classified as a Title 1 school. With well over 70% of the student body coming from low income families, Birmingham is classified as a School Wide Title I School. The percentage of Birmingham students eligible for free/reduced price meals has increased over the last three years, reflecting a shift in our demographic and various other economic situations.

	2011-2012	2010-2011	2009-2010
Free/Reduced Meal	2280 (81.7%)*	2426 (84.2%)	1944 (73%)

* Total number of students (% of entire student body)

Special needs and other programs

Special Education and Students with Disabilities

Birmingham Community Charter High School's Special Education Program operates using the Learning Center/Collaboration/Inclusion Model. The term "Inclusion" refers to the placement of special education students in the Least Restrictive Environment (LRE). This means that students with Individualized Education Plans (IEPs) at Birmingham Community Charter High School participate in the General Education curriculum as much as possible. For students in the Resource Program, this usually translates to 83.5% of their day. Students in the Special Day Program spend, on average, 33.4% of their day in general education classes and students in our CBI program usually spend 16.7% of their day in general education settings. Co-teaching assignments and participation in General Education Department meetings provide curricular and instructional support to special education students which comprise 12% of our student population.

Students with Disabilities/Medical Conditions under Section 504

Section 504 of the Rehabilitation Act of 1973 (section 504) is a federal law that prohibits discrimination against individuals with disabilities in programs and activities that receive federal funding.

Section 504 requires that students with disabilities be provided a free, appropriate, public education (FAPE). Students with active 504 Plans are provided services through the general education programs.

Advanced Placement (AP)

Currently, Birmingham Community Charter High School offers the following Advanced Placement and Honors courses:

AP Calculus AB	H Algebra 1
AP Calculus BC	H Algebra 2
AP English Language	H American Literature
AP Environmental Science	H Biology
AP Human Geography	H Chemistry
AP Spanish Language	H English 9
AP Spanish Literature	H English 10
AP Statistics	H Geometry
AP Studio Art	H World History
AP U.S. Government	H U.S. History
AP U.S. History	H U.S. Government
AP World History	H Physics
AP English Literature	H Math Analysis
AP Psychology (pending)	H Contemporary Composition

Advanced Placement Participation

	2011-2012	2010-2011	2009-2010
Total AP Students	453	490	520
AP Tests Taken	N/A	862	886
Number of Exams With scores >3	N/A	188	183
Percent of Exams With scores >3	N/A	38.40%	35.20%

During the 2010-11 school year, AP teachers worked to develop common expectations for AP courses and general common student prerequisites. This information was conveyed to students and parents through mandatory pre-AP enrollment meetings. These expectations and prerequisites resulted in the drop in AP enrollment see above.

School for Advanced Studies (SAS)

New to BCCHS beginning spring 2012 is the School for Advanced Studies. The SAS is an accelerated program designed for highly motivated students providing enrichment opportunities and ongoing support for advanced academic endeavors. The program offers rigorous academic coursework preparing students to submit competitive transcripts to the most prestigious universities.

Expectations of students enrolled in SAS:

- Continuous progress based on ability and performance
- Accelerated performance
- Development of academic independence and self direction
- Complete MORE than the minimum A-G requirements
- Early college admission
- Concurrent enrollment in high school and college courses

School for Advanced Studies eligibility is determined by any ONE of the following:

- Identified gifted in any category
- 445 on English Language Arts California Standards Test AND 450 on Mathematics California Standards Test
- Percentile score of 85 or above on any national standardized achievement test in both Total Reading and Total Math
- Demonstration of critical thinking and problem solving skills (teacher observations and recommendations)

The SAS plans to provide opportunities for concurrent enrollment so students have the opportunity to enroll in college courses while still enrolled in high school. All college courses will be taught by college professors but will be held on BCCHS' campus. We are tentatively planning for current 9th graders to enroll in English 28, English 101, and Anthropology 121 in Fall 2012. The official transcripts for these college courses will be kept by the hosting college, however, BCCHS will also keep an unofficial record of all college courses taken. All classes offered are California State University and University of California transferable and meet the Intersegmental General Education Transfer Curriculum (IGETC) requirements. Transferable college courses taken while in high school allow students to be more competitive in the college admissions process.

Advanced Placement and Honors courses planned for the SAS are:

AP Human Geography	AP English Language
AP Environmental Science	AP English Literature
AP Biology	AP Spanish Language
AP Chemistry	AP Spanish Literature
AP Physics	AP Economics
AP Calculus	AP Government
AP Statistics	AP US History

AP Studio Art
AP Psychology

AP World History

H Physics	H Expo Rd/Wrd	H Physiology
H Chemistry	H World History	H Humanities
H Math An	H US History	H Writ. Seminar
H Algebra 1	H Biology	H Spanish 3
H Algebra 2	H English 10	H Statistics
H Geometry	H American Lit	

The college courses planned are:

Anthropology 101, 121	Philosophy 20
English 28, 101, 102, 103	Geology 1
Japanese 1, 2	Art 102
Sociology 1	Chicano Studies 8
Psychology 1	Speech 101

Language Proficiency Numbers for the following:

	2011-2012	2010-2011	2009-2010
Total English Language Learners (EL)	504 (18%)	565 (19.6%)	522 (18.1%)
Total Redesignated FEP (RFEP)	1096 (39.2%)	1113 (38.6%)	1101 (41.4%)

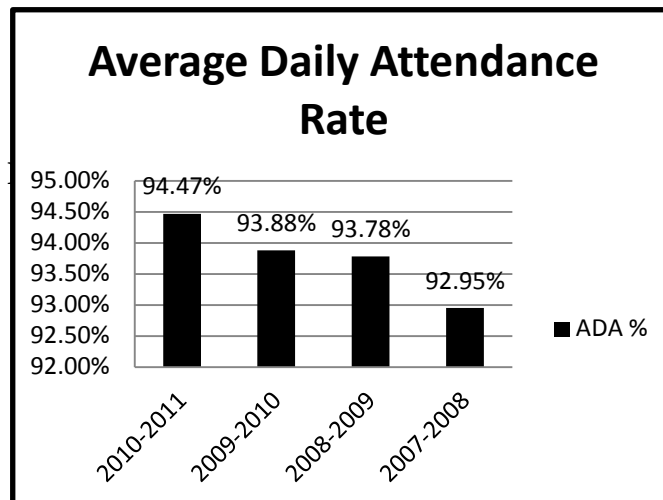
The classification RFEP stands for Reclassified Fluent English Proficient. The reclassification process takes place each time new data on the student is received (i.e. when CELDT scores come in, final grades are received etc.). Typically this process should occur a few times throughout the year. In order to be reclassified, a student must meet **ALL** of the following criteria:

- (1) Score Proficient in English on the CELDT (California English Language Development Test) with overall 4 or 5 and scores of 3 or higher in each skill area. - this test is administered every year around mid-October.
- (2) Score Basic or higher on the ELA CST
- (3) Earn a "C" or higher in English or ESL 3/4
- (4) Parent consultation and notification once the student is meets the above 3 criteria

Attendance

Birmingham Community Charter High School continues to work with our parents and students to improve attendance, which has contributed to an increase in Average Daily Attendance. Our Dropout Prevention Counselor (DPC) works to develop various strategies to improve attendance. The tracking of students with five (5) or more consecutive days of absence also addresses various dropout prevention strategies.

	Average Daily Attendance Rate
2010-2011	94.47%
2009-2010	93.88%
2008-2009	93.78%
2007-2008	92.95%



Truancy rate

Since the inception of the charter, Birmingham Community Charter High School has placed an emphasis on reducing the number of tardies and truancies through various methods. Pupil Services and the Dropout Prevention Counselor (DPC) have played a vital role in establishing systematic approaches to identify potential dropouts and students who are chronically truant.

	2010-2011	2009-2010	2008-2009
Number of students with unexcused absence or tardy 3 or more days	485	No Data Available	677
Truancy rate	18.12%	No Data Available	21.06%

Tardiness rate

	2010/11	2009/10	2008/2009
# of tardies	13,024	16,430	15,258
# of tardies per student	4.8	5.1	4.5

Discipline Referrals, Suspension and Expulsion Rates (disaggregated) and Crime Statistics

Suspensions & Expulsions		
	Susp.	Exp.
2010-2011	245	20

BCCHS continues to work toward reducing the number of disciplinary actions and suspensions. The number of incidents primarily involves disruption of school activities and cases of student defiance.

Birmingham Community Charter High School funds one (1) full-time police officer from the Los Angeles School Police Department. The following are crime statistics:

Crime Statistics			
	2010-2011	2009-2010	2008-2009
ADW	1	2	1
Battery	1	6	6
Chemical Substance Abuse	31	46	38
Property Crimes	17	33	51
Destructive Devices	0	0	0
Homicide	0	0	0
Loiter/Trespass	7	4	4
Possession of Weapon	4	3	6
Robbery	0	1	2
Sex Offenses	0	0	0
*Provided by the Los Angeles School Police Department			

Socioeconomic Status

Birmingham Community Charter High School has 81/7% students who are eligible for Free and Reduced Meal participation.

Free and Reduced Meal Participation			
	2011	2010	2009
Full-Price	510	455	717
Free/Reduced	2280	2426	1944
Percent Participation	81.7%	84%	73%

Birmingham Community Charter High School has not kept data as it relates to Aid to Families with Dependent Children (AFDC) status.

Parent education level

PARENT EDUCATION LEVEL	
Grad School	62
College Graduate	261
Some College	452
HS Graduate	849
Not HS Graduate	992
Declined to answer	174
TOTAL	2790

Description of the safety conditions, cleanliness and adequacy of school Facilities

On October 18, 2011, the Los Angeles Office of Education conducted a Williams Facility Inspection at BCCHS. The Summary of Ratings indicated that Birmingham Community Charter High School is *“maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.”*

Staff

Certificated Staff

Birmingham Community Charter High School has had significant changes in our certificated staff over the past three years. During the first year of conversion, thirty-four (34) teachers chose to stay with LAUSD and were reassigned to other schools within the district. This required BCCHS to recruit and hire teachers for various subject matters. Over the three (3) year span of our charter, BCCHS has hired seventy-six (76) new teachers.

The administrative staff has also had significant changes. Our current administrative staff consists of two (2) assistant principals new to BCCHS since our conversion and two who were in out-of-classroom positions at Birmingham High School during the last WASC visit. Other out-of-classroom positions include one (1) Instructional Coordinator and one (1) Athletic Director.

Other certificated support personnel include, seven (7) Guidance Counselors, one (1) Dropout Prevention Counselor, one (1) College Advisor, one (1) Psychologist, and one (1) Transition Specialist.

Indicator (SARC)	2011-2012
Teachers with Full Credential	75
Teachers without Full Credential	13
Total Number of Teachers	88
Teachers Teaching Outside Subject Matter of Competence	6
Misassignment of Teachers Of English Learners	0
Total Teacher Misassignments	6

Currently, eighty-three (83) of our eighty-eight (88) teachers are “Highly Qualified” under NCLB and CLAD/BLAD certification. One (1) teacher has earned National Board Certification.

Five (5) teachers are currently under emergency permits and continue to work to complete the credential requirements necessary to become fully credentialed and “highly qualified.”

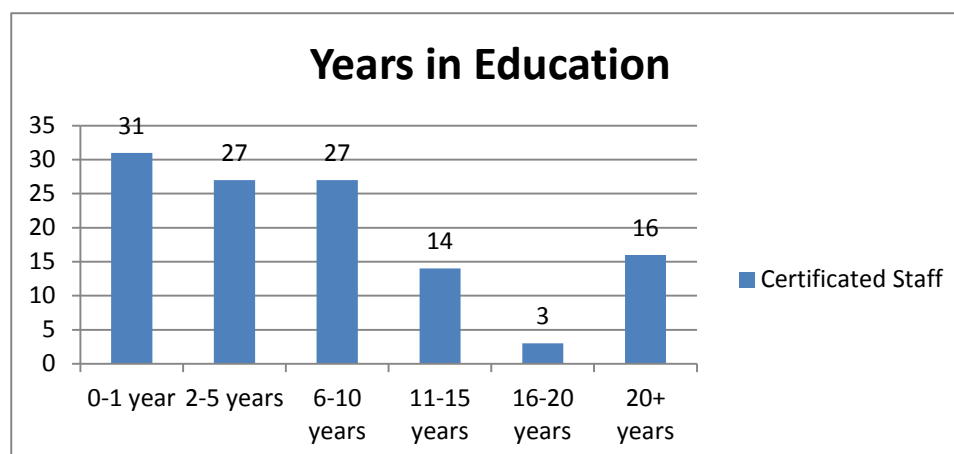
Eight (8) teachers are participating in an Intern Program and twenty-one (21) teachers are currently participating in the Beginning Teacher Support and Assessment (BTSA) program.

Nearly 50% of our certificated staff possess graduate degrees or higher, and several more of our certificated staff are currently enrolled in Masters or Doctoral programs.

Faculty Education Level

FACULTY EDUCATION LEVEL	
Doctorate	4
Master's w/ 30 or more units	25
Master	27
Bachelor's w/ 30 or more units	31
Bachelor	31
TOTAL	118

Approximately 42% of the BCCHS Certificated staff have over 10 years of experience working in education. The large number of probationary teachers is due, in large part, to the turnover that has occurred within our teaching staff since becoming a Charter School.



Birmingham Community Charter High School works diligently to attract well-qualified applicants when positions become available. Advertisements for job positions are posted on the internet via Edjoin. Candidates for employment go through a paper screening process, interview, and demonstration lesson in the classroom (when appropriate), as well as a thorough fingerprint and criminal background check as required by law.

Salary compensation for teaching positions remains competitive in the field. The average teacher salary is \$60,434. The average administrator salary is \$83,387.

Attendance rates of teachers

	Teacher Attendance Rate			
	2011/2012	2010/2011	2009/2010	2008/2009
96% or higher attendance (7 days or less)	N/A	85%	80%	64%

Classified Staff

Birmingham Community Charter High School currently has twenty-nine (29) paraprofessionals on campus. Twelve (12) have earned their Bachelors degree and two (2) have an earned Master's degree. These individuals work in our classrooms supporting our Special Education and Bilingual programs and students. In addition, numerous support staff on campus provide administrative and clerical support to our school community working in various offices.

Available positions for paraprofessionals and other support staff are posted on the internet via Edjoin. Paper screening, interviews, and a thorough fingerprint and criminal background check, as required by law, are conducted on all paraprofessional and support staff applicants.

The average paraprofessional salary is \$22,416. The average support staff salary is \$25,666.

Content of staff development and numbers participating

BCCHS is committed to providing opportunities to participate in professional development (PD) to all of our faculty and staff. Collectively, BCCHS faculty and staff participate in approximately 50-60 professional development seminars, conferences, workshops and trainings annually. These include PD in the following areas: Advanced Placement courses, CSU/UC requirements, Solution Tree workshops, Response To Intervention training, Gang violence prevention, Charter School Conference workshops, Marzano Education Research Lab training, and others.

BCCHS spends approximately \$50,000-\$75,000 annually on these professional development opportunities and makes those funds available to all faculty members.

Student participation in co-curricular activities and extra-curricular activities

Birmingham Community Charter High School has more than forty (40) clubs on campus, as well as an Academic Decathlon team. The sports facilities at BCCHS are among the best on the West Coast, and include, an Olympic-sized pool, lighted baseball and softball fields, and a track which was used for the 1984 Olympics and has been renovated three times since. BCCHS has more than twenty-five (25) sports teams, some of which have been City-Wide Champions in the past few years, including Cross Country, Football, Soccer, Swimming & Diving, Track and Water Polo. Our music program offers performing groups in both the instrumental and vocal arenas. These groups participate in competitions year-round and represent BCCHS at many community events. Additionally, many students are involved in our dramatic arts program. They perform in plays and musicals throughout the school year.

Approximately 45% of our student population takes great pride in representing BCCHS at various activities on and off campus.

District policies/school financial support

Charter schools funded pursuant to the charter school funding model receive state and local funds from three primary sources through the local district and county as follows:

- (ADA Based) General-purpose entitlement, provided from a combination of state and local sources, in lieu of revenue limit funding, and in an amount per unit of average daily attendance in specified grade level spans (*Education Code* sections 47633 and 47635). (Outside Source)
- (ADA Based) Charter school categorical block grant funds, provided in lieu of separate funding for specific categorical programs, and in an amount per unit of average daily attendance in specified grade level spans (*Education Code* Section 47634). (Outside Source)
- (Specific Population Based) Funds provided in lieu of Economic Impact Aid (*Education Code* Section 47634[f]). (Outside Source)

Charter schools also receive other funding that comes through the county (Los Angeles). Below are some main sources:

- (ADA Based) Lottery
- (Specific Population Based) Title I

(ADA Based) Special Education (AB602 and IDEA) funding flows through the SELPA.

Student Performance Data:

Academic Performance Index (API)

	2010 Base Score	2011 Growth Score	10-11 Growth (Target 7)	2009 Base Score	2010 Growth Score	09-10 Growth (Target 7)	2008 Base Score	2009 Growth Score	08-09 Growth (Target 7)
School-wide	652	695	43	665	654	-11	669	666	-3
Black or African American	629	699	70	654	633	-21	625	656	31
Hispanic or Latino	641	683	42	648	643	-5	655	649	-6
White	717	750	33	730	717	-13	736	731	-5
SED	661	699	38	656	663	7	661	657	-4
English Learners	577	649	72	576	579	3	599	578	-21
Students with Disability	431	433	2	461	449	-12	466	468	2

School Ranking and Similar School rankings

School Ranking and Similar School Ranking		
	School Ranking	Similar School Ranking
2010-2011	2	4
2009-2010	3	7
2008-2009	3	8

California Standards Test (CSTs)

CST Data

Students Scoring at Proficient or Above - Schoolwide			
	2011	2010	2009
English	42.9%	37.6%	38.8%
Mathematics	12.7%	8.4%	11.7%
Science	27.6%	25.3%	31.4%
Social Science	36.8%	32.2%	30.7%

English CST Data 2009-2011

	9th Grade English		
	2011	2010	2009
Students Tested	905	811	970
Advanced	15%	9%	11%
Proficient	27%	28%	25%
Basic	32%	33%	33%
Below Basic	16%	18%	19%
Far Below Basic	11%	13%	12%

	10th Grade English		
	2011	2010	2009
Students Tested	607	614	714
Advanced	14%	12%	13%
Proficient	27%	22%	28%
Basic	36%	37%	33%
Below Basic	15%	16%	13%
Far Below Basic	8%	12%	14%

	11th Grade English		
	2011	2010	2009
Students Tested	455	456	574
Advanced	17%	17%	14%
Proficient	30%	28%	27%
Basic	37%	30%	31%
Below Basic	11%	13%	16%
Far Below Basic	5%	13%	13

CST English CST - Significant Subgroups Scoring at Proficient or Above for 2009-2011

	9th Grade English		
	2011	2010	2009
Asian	85%	67%	61%
Black	40%	40%	42%
Filipino	69%	71%	50%
Hispanic	41%	33%	32%
White	45%	56%	55%
Socioeconomically Disadvantaged	33%	32%	33%
English Learners	7%	4%	1%

	10th Grade English		
	2011	2010	2009
Asian	45%	62%	67%
Black	50%	31%	39%
Filipino	71%	53%	25%
Hispanic	37%	33%	40%
White	59%	38%	48%
Socioeconomically Disadvantaged	32%	24%	40%
English Learners	4%	5%	2%

	11th Grade English		
	2011	2010	2009
Asian	55%	54%	41%
Black	40%	40%	34%
Filipino	50%	27%	63%
Hispanic	46%	44%	36%
White	67%	53%	62%
Socioeconomically Disadvantaged	35%	34%	39%
English Learners	3%	7%	6%

Math CST Data 2009-2011

	Algebra I		
	2011	2010	2009
Students Tested	981	715	876
Advanced	1%	0%	1%
Proficient	7%	5%	7%
Basic	19%	16%	17%
Below Basic	42%	48%	45%
Far Below Basic	30%	30%	30%

	Geometry		
	2011	2010	2009
Students Tested	172	568	702
Advanced	1%	1%	1%
Proficient	17%	5%	11%
Basic	31%	20%	20%
Below Basic	27%	49%	45%
Far Below Basic	24%	26%	24%

	Algebra II		
	2011	2010	2009
Students Tested	652	399	470
Advanced	1%	2%	3%
Proficient	11%	11%	12%
Basic	28%	19%	22%
Below Basic	38%	33%	33%
Far Below Basic	22%	36%	31%

	Summative Math		
	2011	2010	2009
Students Tested	107	106	119
Advanced	12%	8%	3%
Proficient	37%	25%	18%
Basic	24%	36%	22%
Below Basic	24%	26%	43%
Far Below Basic	2%	5%	14%

CST Math CST - Significant Subgroups Scoring at Proficient or Above for 2009-2011

	Algebra I		
	2011	2010	2009
Asian	n/a	n/a	n/a
Black	12%	9%	12%
Filipino	n/a	n/a	18%
Hispanic	8%	4%	6%
White	5%	10%	23%
Socioeconomically Disadvantaged	7%	4%	7%
English Learners	3%	2%	1%

	Geometry		
	2011	2010	2009
Asian	n/a	n/a	37%
Black	21%	6%	1%
Filipino	n/a	14%	17%
Hispanic	17%	4%	12%
White	31%	2%	14%
Socioeconomically Disadvantaged	13%	3%	12%
English Learners	0%	0%	3%

	Algebra II		
	2011	2010	2009
Asian	29%	33%	31%
Black	5%	9%	21%
Filipino	32%	7%	12%
Hispanic	11%	12%	11%
White	7%	15%	28%
Socioeconomically Disadvantaged	10%	9%	14%
English Learners	7%	5%	7%

	Summative Math		
	2011	2010	2009
Asian	n/a	n/a	33%
Black	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic	50%	28%	19%
White	53%	38%	24%
Socioeconomically Disadvantaged	41%	35%	18%
English Learners	n/a	n/a	n/a

History CST Data 2009-2011

	World History		
	2011	2010	2009
Students Tested	636	652	901
Advanced	9	7	8
Proficient	17	18	17
Basic	35	30	25
Below Basic	16	12	15
Far Below Basic	23	33	35

	U.S. History		
	2011	2010	2009
Students Tested	453	452	573
Advanced	17	14	13
Proficient	34	28	27
Basic	31	29	27
Below Basic	10	12	13
Far Below Basic	8	16	21

CST History CST - Significant Subgroups Scoring at Proficient or Above for 2009-2011

	World History		
	2011	2010	2009
Asian	n/a	47%	44%
Black	35%	25%	14%
Filipino	58%	47%	33%
Hispanic	24%	23%	23%
White	31%	36%	40%
Socioeconomically Disadvantaged	22%	19%	21%
English Learners	5%	3%	2%

	U.S. History		
	2011	2010	2009
Asian	55%	69%	45%
Black	43%	39%	31%
Filipino	83%	36%	46%
Hispanic	50%	39%	38%
White	66%	56%	54%
Socioeconomically Disadvantaged	40%	28%	39%
English Learners	13%	9%	6%

Science CST Data 2009-2011

	Grade 10 Life Science		
	2011	2010	2009
Students Tested	604	609	695
Advanced	10	10	10
Proficient	18	16	21
Basic	39	38	36
Below Basic	17	20	16
Far Below Basic	16	16	17

	Biology- All Grades		
	2011	2010	2009
Students Tested	734	852	1028
Advanced	16	3	6
Proficient	19	14	13
Basic	33	39	34
Below Basic	19	22	21
Far Below Basic	14	23	25

	Chemistry - All Grades		
	2011	2010	2009
Students Tested	706	605	544
Advanced	1	2	0
Proficient	7	4	8
Basic	35	22	35
Below Basic	30	31	27
Far Below Basic	27	41	30

	Earth Science		
	2011	2010	2009
Students Tested	155	7	149
Advanced	6	N/A	0
Proficient	16	N/A	11
Basic	26	N/A	42
Below Basic	21	N/A	18
Far Below Basic	30	N/A	30

	Physics - All Grades		
	2011	2010	2009
Students Tested	170	183	215
Advanced	9	3	1
Proficient	28	12	7
Basic	49	48	49
Below Basic	9	26	27
Far Below Basic	5	11	16

CST Science CST - Significant Subgroups Scoring at Proficient or Above for 2009-2011

	Grade 10 Life Science		
	2011	2010	2009
Asian	55%	54%	59%
Black	29%	25%	24%
Filipino	64%	36%	27%
Hispanic	24%	23%	29%
White	38%	42%	44%
Socioeconomically Disadvantaged	22%	19%	29%
English Learners	6%	4%	2%

	Biology		
	2011	2010	2009
Asian	63%	53%	50%
Black	35%	21%	19%
Filipino	91%	44%	52%
Hispanic	32%	13%	15%
White	37%	27%	38%
Socioeconomically Disadvantaged	24%	12%	18%
English Learners	5%	1%	1%

	Chemistry		
	2011	2010	2009
Asian	36%	36%	21%
Black	8%	5%	3%
Filipino	27%	13%	13%
Hispanic	6%	5%	7%
White	16%	9%	14%
Socioeconomically Disadvantaged	4%	6%	7%
English Learners	1%	0%	3%

	Earth Science		
	2011	2010	2009
Asian	n/a	none	n/a
Black	0%	n/a	n/a
Filipino	n/a	none	n/a
Hispanic	22%	n/a	7%
White	50%	n/a	42%
Socioeconomically Disadvantaged	17%	none	10%
English Learners	3%	none	2%

	Physics		
	2011	2010	2009
Asian	n/a	n/a	n/a
Black	50%	n/a	10%
Filipino	n/a	n/a	n/a
Hispanic	36%	13%	7%
White	47%	24%	8%
Socioeconomically Disadvantaged	31%	12%	7%
English Learners	n/a	n/a	n/a

California High School Exit Exam (CAHSEE)

CAHSEE – Passing on 10th Grade Administration

Combined High School Exit Examination PASSING on 10th Grade Administration						
	2011		2010		2009	
	ELA	MATH	ELA	MATH	ELA	MATH
Number Tested	569	549	578	557	659	645
Students Passing	80%	80%	79%	78%	80%	80%
Asian	83%	83%	77%	77%	100%	94%
Black	86%	85%	76%	62%	70%	85%
Filipino	86%	100%	100%	93%	87%	100%
Hispanic	78%	78%	78%	78%	79%	77%
White	91%	91%	85%	84%	92%	87%
SED	80%	79%	77%	78%	78%	80%
EL	36%	53%	41%	45%	53%	52%
Female	85%	79%	83%	79%	85%	84%
Male	76%	81%	76%	76%	76%	76%

Adequate Yearly Progress (AYP):

Birmingham Community Charter High School has not met AYP during the last three years. BCCHS has exceeded the target in participation and showed significant gain in our 2011 API, but showed deficiencies in meeting the percent proficient on our Annual Measureable Objectives (AMOs), as well as our target graduation rates.

Participation Rate

AYP English and Math Participation by Statistically Significant Subgroup						
	2011		2010		2009	
	ELA Target 95%	MATH Target 95%	ELA Target 95%	MATH Target 95%	ELA Target 95%	MATH Target 95%
Schoolwide	98%	98%	98%	98%	97%	95%
Asian	100%	100%	100%	100%	100%	100%
Black	98%	92%	93%	93%	99%	99%
Filipino	100%	100%	100%	100%	100%	100%
Hispanic	99%	99%	99%	98%	97%	94%*
White	96%	94%	100%	100%	98%	98%
SED	99%	99%	98%	98%	98%	95%
EL	98%	100%	99%	99%	96%	93%*

Statistically Significant Subgroup

*Passed by using 2-year average

Percent Proficient – Annual Measureable Objectives (AMOs)

English and Math Annual Measureable Outcomes (AMOs) Percent Proficient by Subgroup						
	2011		2010		2009	
	ELA Target 66.7%	MATH Target 66.1%	ELA Target 55.6%	MATH Target 54.8%	ELA Target 44.5%	MATH Target 43.5%
Schoolwide	45.0%	44.5%	45.5%	40.5%	48.3%	48.2%
Asian	nns	nns	61.5%	61.5%	75.0%	87.5%
Black	58.5%	41.5%	41.7%	25.0%	37.1%	29.7%
Filipino	50.0%	71.4%	63.6%	72.7%	40.0%	46.7%
Hispanic	41.0%	40.1%	43.0%	38.9%	46.1%	46.2%
White	67.4%	69.6%	62.8%	58.1%	63.9%	64.3%
SED	43.2%	44.5%*	44.0%	39.1%	48.0%	46.0%
EL	11.9%	21.5%	26.9%	21.6%	25.6%	27.7%

Statistically Significant Subgroup

*Passed by Safe Harbor

nns-Not Numerically Significant

Academic Performance Index (API)

Academic Performance Index (API)				
	Prior Year Base API	Growth API	Growth	Met API Criteria
2011	652	695	43	Yes
2010	665	654	-11	No
2009	669	666	-3	Yes

Graduation Rate

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met
84.67%	76.86%	85.26%	No
2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met
91.13%	84.67%	90%	No
2008 Graduation Rate (Class of 2006-07)	2009 Graduation Rate (Class of 2007-2008)	2009 Target Graduation Rate	2009 Graduation Rate Criteria Met
77%	91.10%	83.10%	Yes

The failure to meet AMO targets and declining Graduation Rates during the first two years as charter have been driving forces behind the establishment of several programs designed to improve the performance of all subgroups: “Push to Proficient” CST campaign, CAHSEE intervention programs, morning Patriot tutorials, ESL after school tutoring, AVENTA online credit recovery program and Twilight School program.

**California English Language Development Test (CELDT) assessment results
number and percent of students at each proficiency level.**

Number and Percent of Students at Each Overall Performance Level 2010-2011					
Performance Level	9	10	11	12	Total
Advanced	0	3	2	4	9
	0%	12%	29%	33%	14%
Early Advanced	4	5	0	3	12
	19%	20%	0%	25%	18%
Intermediate	6	6	4	3	19
	29%	24%	57%	25%	29%
Early Intermediate	2	5	1	2	10
	10%	20%	14%	17%	15%
Beginning	9	6	0	0	15
	43%	24%	0%	0%	23%
Number Tested	21	25	7	12	65
	100%	100%	100%	100%	100%

Number and Percent of Students at Each Overall Performance Level 2009-2010					
Performance Level	9	10	11	12	Total
Advanced	11	6	6	4	27
	6%	5%	6%	6%	6%
Early Advanced	54	31	29	13	127
	28%	26%	27%	20%	26%
Intermediate	88	60	51	28	227
	45%	50%	48%	44%	47%
Early Intermediate	35	19	15	13	82
	18%	16%	14%	20%	17%
Beginning	7	4	5	6	22
	4%	3%	5%	9%	5%
Number Tested	195	120	106	64	485
	100%	100%	100%	100%	100%

Number and Percent of Students at Each Overall Performance Level 2008-2009					
Performance Level	9	10	11	12	Total
Advanced	1	4	5	4	14
	1%	2%	4%	5%	2%
Early Advanced	53	36	40	27	156
	27%	20%	31%	34%	27%
Intermediate	76	68	47	19	210
	39%	38%	36%	24%	36%
Early Intermediate	34	45	23	16	118
	17%	25%	18%	20%	20%
Beginning	31	24	15	13	83
	16%	14%	12%	16%	14%
Number Tested	195	177	130	79	581
	100%	100%	100%	100%	100%

Local assessments

During the 2010-2011 school year, BCCHS developed and administered three (3) Common Formative Assessments in English, Math, Science, History, Spanish, and Health. During the 2011-2012 school year, the number of CFAs increased to five (5). BCCHS has recently purchased the Zoom! Data Director program to assist in disaggregating and analyzing the data from each of these assessments.

Additionally, during the fall of 2011, diagnostic tests were administered to all 9th grade students in Math and English. This practice was designed to assist with appropriate placement of students to provide differentiated support and maximize academic achievement.

College SAT and ACT

SAT Data

	2009-2010	2008-2009
Percentage of 12th Grade Students Taking SAT	30% (192)	42% (243)
Total \geq 1,500 percent	28%	33%
Critical Reading Average	451	466
Math Average	448	451
Writing Average	452	461

ACT Data

	2009-2010	2008-2009
Percentage of 12th Grade Students Taking ACT	17% (106)	16%(91)
Total \geq 21 Percent	27%	36%
Average Score	18.51	19.27

CSU/ University of California a–g requirements

Birmingham Community Charter High School has placed an emphasis on aligning courses to allow for greater success in meeting eligibility requirements for UC/CSU admission.

Graduates passing A-G courses with a C or better:

08/09: 28%

09/10: 42%

10/11: 57%

Students on track to complete A-G requirements with a C or better:

09/10: 59%

10/11: 66%

Graduation Rate

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met
84.67%	76.86%	85.26%	No
2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met
91.13%	84.67%	90%	No
2008 Graduation Rate (Class of 2006-07)	2009 Graduation Rate (Class of 2007-2008)	2009 Target Graduation Rate	2009 Graduation Rate Criteria Met
77%	91.10%	83.10%	Yes

Dropout rates

Birmingham Community Charter High School has seen a decline in the dropout rate in the first two years as charter. The data available from the California Department of Education calculates this rate by the reported grade 9-12 dropout total minus the reenrolled grade 9-12 dropouts plus grade 9-12 lost transfers. Additionally, in 2010 the California Department of Education established the NCES criteria for calculating graduation and dropout rates.

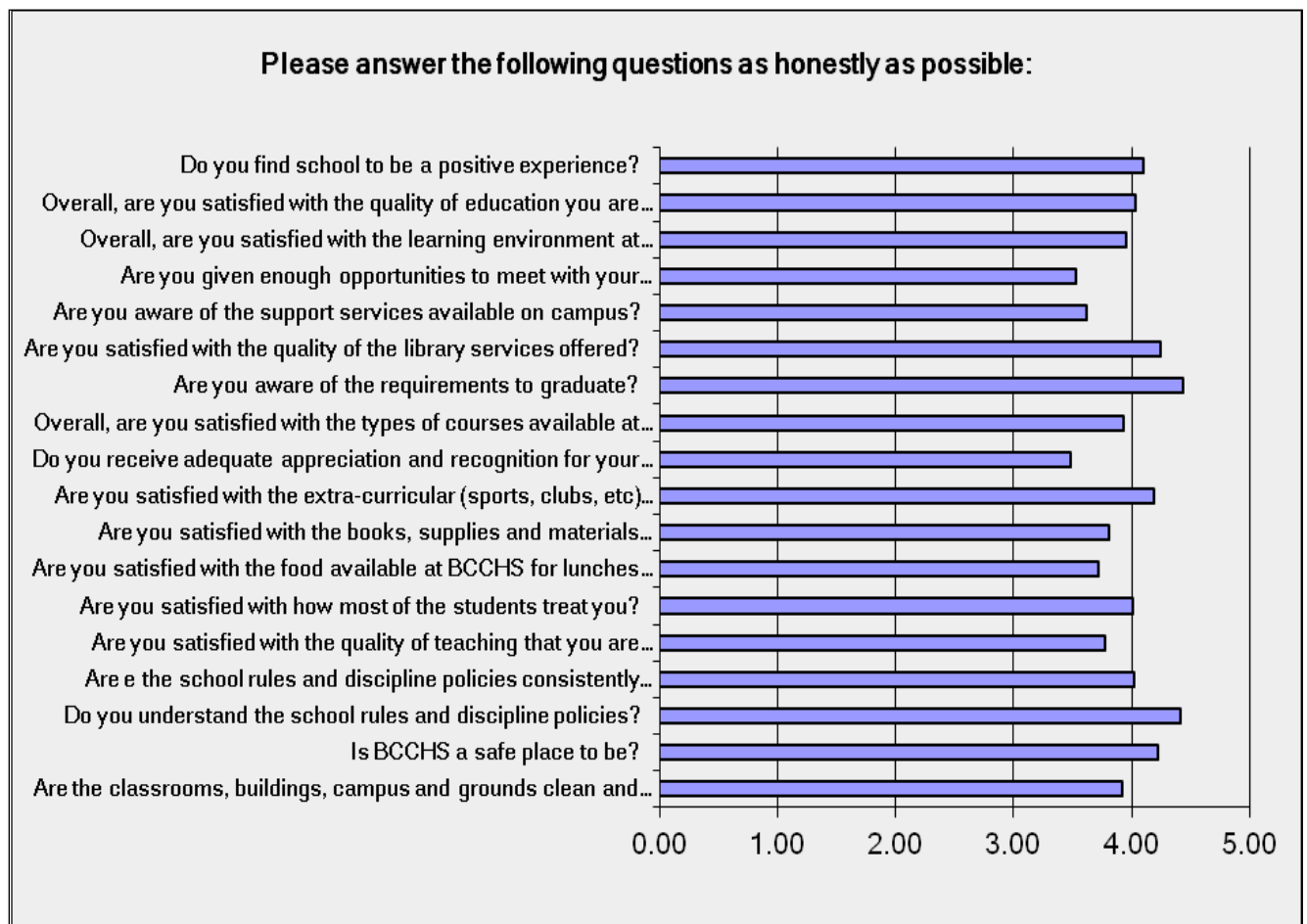
2009-2010: 3.9% (104 students)

2008-2009: 4.3% (139 students)

Process and Perception Data

Surveys were conducted during Fall 2011 for staff, parents, and students. The overall perception indicated that BCCHS is a safe and enjoyable place to work and go to school. Staff, parents, and students work diligently to provide a cooperative academic environment that has clear expectations regarding academic rigor, discipline, and attendance policies.

Student Survey



Key

- 1 = Not At All
- 2 = Seldom
- 3 = Some of the Time
- 4 = Most of the Time
- 5 = All of the time

Parent Survey

2011-2012 WASC Parent Survey						
Please answer the following questions using the scale indicated:						
Answer Options	Not at All	Seldom	Some of the Time	Most of the Time	All of the Time	Does Not Apply
Are you confident that all BCCHS students have access to a rigorous, relevant and standards-based curriculum?	15.8%	0%	21.4%	26.3%	36.8%	0%
Are you confident that teachers are using a variety of assessments (projects, assignments, quizzes, etc.) to determine the level of student learning?	10.5%	5.3%	15.8%	31.6%	36.8%	0%
Are strong relationships built between your child and his/her teachers at this school?	0%	21.1%	10.5%	42.1%	26.3%	0%
Do teachers at this school quickly respond to questions from parents?	0%	10.5%	10.5%	36.8%	31.6%	10.5%
Does your child get individual attention at this school?	10.5%	15.8%	0%	42.1%	26.3%	5.3%
Are the methods used to measure your child's schoolwork clear?	15.8%	5.3%	21.1%	31.6%	26.3%	0%
Overall, does your student get the guidance and support provided by his/her counselor, when needed?	5.3%	15.8%	10.5%	15.8%	52.6%	0%
Does your child get the help he/she needs from teachers and staff at this school?	5.6%	11.1%	22.2%	22.2%	38.9%	0%
Overall, are you satisfied with your son/daughter's teachers?	10.5%	5.3%	26.3%	15.8%	42.1%	0%
Overall, are you satisfied with the quality of instruction at this school?	10.5%	5.3%	21.1%	15.8%	47.4%	0%

Answer Options	Not at All	Seldom	Some of the Time	Most of the Time	All of the Time	Does Not Apply
Are the established school policies on Discipline, Attendance, Academic Integrity, and Dress Code communicated to you?	0%	10.5%	5.3%	26.3%	52.6%	5.3%
Are the school discipline practices for students consistently applied?	5.3%	5.3%	15.8%	42.1%	26.3%	5.3%
Are you adequately informed about your son/daughter's attendance?	0%	0%	10.5%	15.8%	73.7%	0%
Are you satisfied that students of diverse backgrounds and abilities are given equal access to educational opportunities at BCCHS?	15.8%	5.3%	0%	21.1%	52.6%	0%
Does this school communicate information about programs, opportunities and school progress?	15.8%	10.5%	0%	21.1%	52.6%	0%
Are you satisfied with the quality, politeness and helpfulness of the school office and support staff?	16.7%	5.6%	5.6%	16.7%	55.6%	0%
Are teachers caring at BCCHS?	0%	15.8%	21.1%	21.1%	42.1%	0%
Does your child feel comfortable asking questions in class at BCCHS?	5.3%	15.8%	15.8%	42.1%	21.1%	0%
Do the selection of extracurricular activities at BCCHS meet the needs of your student?	5.3%	10.5%	21.1%	26.3%	36.8%	0%
Does your child participate in extracurricular activities at BCCHS?	0%	5.3%	21.1%	47.4%	26.3%	0%

Answer Options	Not at All	Seldom	Some of the Time	Most of the Time	All of the Time	Does Not Apply
Overall, are you satisfied with the food services and selection provided by BCCHS?	5.3%	15.8%	5.3%	21.1%	42.1%	10.5%
Are you satisfied that BCCHS is a safe place to be for your son/daughter?	0%	15.8%	21.1%	15.8%	47.4%	0%
Does your son/daughter believe that school is a positive experience?	10.5%	0%	26.3%	31.6%	31.6%	0%
Are you satisfied with the way your son/daughter is treated by other students?	5.3%	15.8%	15.8%	26.3%	36.8%	0%
Are school buildings and grounds clean and kept in good condition?	5.3%	10.5%	15.8%	26.3%	42.1%	0%
Are school buildings and grounds safe?	5.3%	21.1%	5.3%	21.1%	47.4%	0%
Are you satisfied with the learning environment at BCCHS?	17.6%	5.9%	5.9%	23.5%	47.1%	0%
Overall, are you satisfied with BCCHS?	15.8%	5.3%	10.5%	21.1%	47.4%	0%
If your son/daughter were starting ninth grade again and you had the choice of any school, would you have him/her attend BCCHS?	22.2%	5.6%	0%	27.8%	44.4%	0%
If your son/daughter's grades and attendance were to be available on the internet for you to view at any time, how likely are you to use this resource?	0%	0%	0%	15.8%	78.9%	5.3%

Staff Survey

2011-2012 WASC Staff Survey				
Please answer the following questions:				
Answer Options	Yes (most of the time)	Yes (some of the time)	No (seldom)	No (not at all)
Is there good communication throughout your school?	20.8%	53.8%	17.0%	8.5%
Are you satisfied with the materials and supplies you are provided?	30.6%	47.2%	16.7%	5.6%
Do you have adequate opportunity to give input to decisions at your place of work?	14%	57%	23.4%	5.6%
Do you respect/have confidence in: your fellow workers?	47.2%	45.4%	4.6%	2.8%
Do you respect/have confidence in: the administrative staff?	31.8%	43%	16.8%	8.4%
Do you respect/have confidence in: the Governing Board?	22.6%	50.9%	19.8%	6.6%
Does the school provide salary and non-salary benefits for its employees as well as can be expected under current conditions?	57.4%	29.6%	13%	0%
Are you clear about your job responsibilities?	61.5%	33%	4.6%	.9%
Do you have reasonable access, when needed, to: the administrative staff?	39.8%	45.4%	11.1%	3.7%
Do you have reasonable access, when needed, to: the Governing Board?	25.2%	49.5%	19.6%	5.6%
Are you satisfied with the support services provided at your work place (i.e. copy machines, custodial services, etc.)?	52.3%	38.5%	6.4%	2.8%
Are the facilities and grounds at your school adequate?	67.9%	29.4%	2.8%	0%
Are the facilities and grounds at your school clean and kept in good condition?	53.2%	42.2%	3.7%	.9%
Is your school safe?	53.2%	42.2%	3.7%	.9%
Is the school equipment in good repair?	28.7%	52.8%	15.7%	2.8%

Answer Options	Yes (most of the time)	Yes (some of the time)	No (seldom)	No (not at all)
Are the direction, priorities, and goals of the school appropriate?	33.9%	39.4%	22%	4.6%
Are you satisfied with your current level of access to computer technology for instructional/work site purposes?	14.8%	26.9%	41.7%	16.7%
Are you satisfied with the current level of student access to computer technology?	19.3%	36.7%	34.9%	9.2%
Are interruptions to your teaching/working schedule kept to a minimum?	25%	51.9%	23.1%	0%
Does the high school offer effective and high quality programs for students planning to attend college?	4.8%	32.4%	45.7%	17.1%
Does the high school offer effective and high quality programs for students NOT planning to attend college?	4.8%	32.4%	45.7%	17.1%
Are you satisfied with the types of courses available for students?	11%	45.9%	34.9%	8.3%
Are the school's student grading guidelines appropriate?	25%	55.6%	18.5%	.9%
Does the high school offer high quality extra- and co-curricular programs?	41.3%	45%	12.8%	.9%
Are the school discipline policies and practices for students known?	41.3%	41.3%	15.6%	1.8%
Are the school discipline policies and practices for students consistently applied and properly handled by the teaching staff?	15.7%	48.1%	27.8%	8.3%
Are the school discipline policies and practices for students consistently applied and properly handled by the Deans?	32.1%	43.1%	20.2%	4.6%
Are you satisfied with the manner in which student discipline referrals made by you are handled by the Deans?	29.4%	45%	19.3%	6.4%
Are you satisfied with the way students treat each other?	11.9%	47.7%	28.4%	11.9%

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL



CHAPTER 2

Student/Community Profile: Overall Summary from Analysis of Profile Data

Analysis of Profile Data

In terms of student performance, CST scores in all subgroups indicate less than satisfactory student mastery of reading and mathematics standards. While approximately 35% percent of all BCCHS students are achieving proficiency, the majority of Hispanic and other minority students who are achieving proficiency and mastery is less than 23%. In addition, fewer than 12% of Special Education students and English Learners are demonstrating mastery. It is also important to note that in the case of mathematics, the percentage of ninth grade students achieving proficiency or mastery in mathematics is only 22%, while the same cohort of students in the eighth grade had over 76% of the students at the proficient or advanced level. This indicates that there are instructional and learning barriers occurring in the ninth grade year that are preventing students from progressing as well as they had in middle school. Finally, while the number of seniors who are not able to graduate due to not passing the CAHSEE was fewer than twenty in 2011, of those students, all were either non-redesignated English Learners, or Special Education students.

After evaluating a variety of data including CST and CAHSEE scores, common formative assessment results, and individual teacher data, the faculty identified at the end of the 2010-2011 school year the following critical learning needs:

- Reading comprehension of varieties of texts, as well as charts, graphs and numerical expressions
- Increased understanding, retention and application of academic vocabulary and key concepts
- Expansion of basic knowledge to higher level thinking in writing, speaking and problem-solving
- Intellectual perseverance

As we continue to develop our Action Plan and identify areas of growth we continue to raise some very important questions:

1. What are the learning gaps, both in terms of skills and background knowledge, which hinder our students' progress? What can we do to address these?
2. What is hindering our Hispanic and African American students from making the same academic progress as their classmates? What can we do instructionally and socially to address this?
3. What will we do to insure that our special education students are assisting in their learning to achieve at their highest levels possible?
4. What common habits of mind and instructional practices can we imbed into all classrooms to assist all students?

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL



CHAPTER 3

Progress Report

The Birmingham High School 2005 WASC Self-Study Action Plan was *to improve instruction and student learning across the curriculum, with emphasis on reading, writing and mathematics*. The plan focused on three major components:

- Improve textual reading comprehension and vocabulary development across the curriculum.
- Improve writing across the curriculum.
- Improve mathematical problem solving and computational skills across the curriculum.

Progress has been made on all these counts, particularly in terms of:

- Using standardized and formative data to inform instruction, but in course-alike curriculum and in individual teacher practice;
- Adding writing to learn activities more commonly into classroom practice and in the administration of common formative assessments;
- Developing a schoolwide vocabulary list and set of instructional practices to build background knowledge;
- Providing time and opportunities for mathematics instructors, particularly Algebra 1 teachers, to meet and exchange ideas on effective practices;
- Providing guidance, support and resources to department chair people and other instructional leaders to develop effective practices and mentor colleagues;
- Encouraging teacher reflection and professional growth through Professional Learning Team conversations.

The 2010-2011 Instructional Plan is a good example of how these instructional goals have been translated into action at BCCHS:

Instructional Focus for 2010-2011:

- Bell to bell teaching
- Writing to Learn
- Data-driven instruction

Discipline-Driven initiatives:

1. Pacing plans for all courses
2. Four common formative assessments
3. Data from formative assessments to inform instruction
4. Writing to Learn component in each formative assessment
5. Tutorial Rooms and Student Support Centers on Tuesday & Thursday A.M.

Common Formative Assessment Structure:

- 12-15 multiple choice questions using CST release questions or question types
- Short constructed response (1 paragraph)
- Common schoolwide rubric for constructed response
- Data analysis session on Monday immediately following administration window

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL



CHAPTER 4

Self-Study Findings

CATEGORY A.

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

LAST NAME	FIRST NAME
Alonzo	Vilma
Alag	Lennie
Bader	Wendy
Bennett-Riley	LeAnne
Bowdoin	Tracie
Brown	Michaelyn
*DeFronzo	Matt
Derry	Richard
Granich	Fred
Gydakian	Rose
Harwin	Sandra
Hernandez	Mariela
Jacobson	Edward
King	Scott
Kofahl	Steven
Kronstadt	Rochelle
Kusaka	Blue
Loiacono	Rebecca
Martin	Wendy
Mikaelyan	Zarik
Milar	Colleen
Mowry	Amy
Nguyen	Phi
Rose	James
Roseno	Nora
Rubinger	Hayley
Saracino	Vito
Schoenrock	Jo-Ann
Smith	Brooke
Solares	Noe
Surendranath	Richard
Torres	Alberto
Venegas	Becky
Venger	Lindsey
Weber	David

***Focus Group Facilitator**

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

A1. Organization Criterion

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Vision – ESLRs – Profile

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

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.*

Findings	Supporting Evidence
BCCHS encourages students to become committed members of the school community and exercise civic responsibilities. We provide innovative and academically challenging environments that prepare students to meet content standards, graduation requirements, and pursue career and personal goals.	BCCHS Charter Petition Element 4

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.*

Findings	Supporting Evidence
Birmingham's API scores and graduation rates improved significantly. We have met the growth target goals in most categories.	BCCHS Charter Petition Element 4
In its second year as an independent charter high school, Birmingham Community Charter High School's CST scores significantly improved in all academic areas. Specifically, we saw the following measurable improvements.	CST Data
20% increase in the number of students scoring Proficient or Advanced in both Biology and Physics	

21% decrease in the number of students scoring Far Below Basic or Below Basic in Chemistry

13% decrease in the number of students scoring Far Below Basic or Below Basic in 11th grade English

9% increase in the number of students scoring Proficient or Advanced in U.S. History

12% increase in the number of students scoring Proficient or Advanced in Geometry

Overall, these and other improvements resulted in an API score of 695. Efforts that helped account for the increase included an amended bell schedule that enabled morning tutoring, robust "Back to School Night" participation by staff, open board meetings, and on-going discussion of academic goals in SLC and department meetings. Approximately three school-wide professional development sessions were dedicated to discussions of amending ESLR's

Morning Patriot Schedule

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.*

Findings	Supporting Evidence
The vision as outlined in the mission statement is posted on the BCCHS website and teachers display posters with ESLR and mission statement values in the classroom. These were developed and disseminated by the entire BCCHS community.	BCCHS Charter Petition Element 4 ESLRs Vision Statement

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.*

Findings	Supporting Evidence
Although SLC's are developing processes, codifying and formalizing these processes remain ongoing endeavors. Efforts have resulted in the development of vertical instructional teams within	SLC Minutes Department Meeting Minutes CFAs

departments and student centered thematic materials (curriculum drawn from actual students' experiences, cross-curricular vocabulary lists that emphasize word origins.

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Student achievement data showed signs of gain amongst Latino and African American populations.	BCCHS Charter Petition Element 4 CST Data

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The English Department	SLC Minutes Department Meeting Minutes
The administration and SLCs have sponsored school-wide lunchtime activities to heighten awareness of academic goals, recognize and reward academically successful students.	CFAs 380 Promotional activities

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
<p>Elements 1, 2, and 3 of the BCCHS charter petition outline the Educational program. These include policies, procedures and outcomes that are well-aligned with the ESLRs.</p>	<p>BCCHS Charter Petition Elements 1, 2, 3</p>
<p>School-wide and department approaches are discussed in the curriculum and instruction standing committee. Discussions incorporate analyses of data from statewide standardized test results, graduation rates, etc. Timetables, and schedules are proposed and modified by the respective committees and facilitate time for tutoring and other interventions. Goals and outcomes are presented to departments and SLCs for discussion and modification.</p>	
<p>Departments and SLCs are responsible for crafting specific assessments and interventions that meet the needs of respective learners.</p>	
<p>Administrators, department heads, and SLC leads monitor plans and outcomes regularly at bi-monthly department, SLC, professional learning teams, Home and Focus group meetings. Each of these groups focus and update approaches to the single schoolwide action plan.</p>	<p>SLCs PLTs</p>
<p>Policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings, are clearly stated in the BCCHS charter: Governing Board Meetings. Ongoing efforts, at improving the specific recommendations of the board have been undermined by budgetary considerations.</p>	
<p>The Governing Board shall meet monthly or more often as needed. The Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by vote, with the will of the majority prevailing.</p>	<p>Governing Board Meeting Agenda/Minutes</p>
<p>The BCCHS Governing Board will also solicit the participation of members of the community who do not have a direct stake in or accountability for the Charter School’s educational mission and outcomes as expressed in this charter. Members of the community may attend board meetings consistent with open meeting requirements. All Governing Board meetings will be held in accordance with the Brown Act. Meeting agendas will be posted at least 72 hours prior to regular meetings in various locations on campus, including the main office, student leadership class, library and parent center. Meeting minutes and Board actions will be posted within 72 hours following the meeting in the same locations on campus. Other notifications will include the newspaper notices, the BCCHS website, mailers to local community agencies (Lake Balboa Neighborhood Council, Encino Chamber of Commerce) and feeder schools. Phone messages will be sent to students and parents.</p>	<p>Brown Act</p>

Parents who make their e-mail addressed available to the school will receive meeting notices, Board actions and minutes within 72 hours following the meetings

Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
The board's standing committee on curriculum and instruction meets and reports monthly. Recommendations regarding ESLR's and school-wide approaches are considered and implemented according the board's recommendations.	Board Meeting Agendas Main Office postings
Committee reports are posted in the Main Office, and Bi-monthly faculty meetings show the committee's regular reporting on the agenda	Committee Meeting Agenda/Minutes

Understanding Role of Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?*

Findings	Supporting Evidence
As the board and committees meet monthly, parents can find notifications on the opening page of the school website, and are encouraged to attend.	Common Formative Assessments (CFAs) Parent notification letters

Governing Board's Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

Prompt: *How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?*

Findings	Supporting Evidence
As the board and its Curriculum and Instruction committee meet monthly, parents can find notifications on the opening page of the school website, and are encouraged to attend. Parents are notified of school-wide efforts involving common formative assessments, which are tied to ESLRs, as well as interventions that are used to remediate learning, via phone and written communiqués'. This is substantiated by regular Common Formative Assessments (CFAs), parent notification letters, and logs denoting intervention efforts during tutoring, one week after CFA's are administered.	Common Formative Assessments (CFAs) Parent notification letters Logs denoting intervention efforts during tutoring, one week after CFA's are administered.

Professional Staff and Governing Board

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

Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?*

Findings	Supporting Evidence
The understanding of the relationship between the governing board and the concomitant responsibilities of the professional staff is unclear. Staff proposals are submitted via the appropriate committee, who consider and forward the matter to the board for approval by majority vote. This needs to be clarified.	Discussions with the assistant principal

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Prompt: *Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.*

Findings	Supporting Evidence
Regular Board meetings are held monthly at BCCHS. Information pertaining to the school's performance, student performance, school operations and financial matters are addressed at the meetings by school personnel. Special meetings are called on an as needed basis to discuss matters requiring immediate attention.	Board Meeting Agendas Board Meeting Minutes.

Complaint and Conflict Resolution Procedures

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

Prompt: *Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.*

Findings

Per the Grievance Procedure for Parents and Students:

Supporting Evidence

BCCHS Charter petition page 115

The Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. The Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

Findings	Supporting Evidence
We are in our second year of demonstrative implementation of CFA testing and analysis of results by academic discipline and by grade level when appropriate.	CFAs
We have common formative assessments by department and/or grade level. The results of the CFAs are aggregated by department heads and administrators. We have weekly department meetings during which we collaborate regarding student progress and effective teaching strategies. Additionally, we provided parents with CFA Report Cards and mandated students to attend intervention sessions (re-teaching standards) as needed. A schoolwide telecommunication was used to contact and inform parents of pertinent information.	CFA data CFA Report Cards Intervention schedule Tutoring

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Prompt: *What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?*

Findings	Supporting Evidence
BCCHS continues to develop a Single Plan for Student Achievement. As we continue to work through the process as a new charter school, efforts are being made to identify and analyze areas that are crucial to supporting student achievement. BCCHS has continued to identify critical student needs and carefully developed ESLRs that closely align with the needs of our students.	Critical Academic Needs ESLRs

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Prompt: *What evidence supports the correlation between allocations of time/fiscal/personnel/ material resources, expected schoolwide learning results, and the improvement schoolwide action plan?*

Findings	Supporting Evidence
BCCHS changed the school calendar so that the first semester finishes before winter break, and spring semester allows four more weeks of instruction before AP tests. We are able to more effectively schedule CST preparation. Our new bell schedule adds thirty minutes per day for PD, tutoring, faculty meetings, intervention and eliminates nutrition.	Aeries Data System ZOOM Data Director Schmoker text Back To School Night Sign-in-sheets.
We are in our 2nd year of the existing bell schedule, we increased instructional time, consolidated personnel (e.g. three instructional coordinators have been replaced by one). Incorporated the use of a new student information system – Aeries, and increased the use of technological resources with Zoom Data Director. The instructional leadership team adopted three-point instructional framework, created by Marzano and established PLTs (cross-grade curriculum teams & department vertical teams). Sign in sheets for student intervention & tutoring, teacher meetings. We have improved test scores, increased student attendance, increased parent attendance at Back to School Night, decreased tardies, and suspendable infractions.	PD Time Bell schedule

A3. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Our ability to address this criterion has been hindered by limited data management resources. We need to develop grade-level curriculum. We initiated a license for Zoom Data Director, altering the timing of diagnostic testing for incoming 9th graders, and increased the number in CFAs from three to five per year. School planning processes include collaboration among different stakeholder groups, however the criterion is being met with respect to standing committee membership and schedule, PD schedule, communications with PTSA. A large number of PTSA members are teachers.	Zoom Data Director CFAs Patriot Morning Schedule PTSA minutes.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.*

Findings	Supporting Evidence
The charter petition includes employment policies and staff requirements. The HR (human resources) manager analyzes staff background, training, and preparation.	BCCHS Charter Petition HR Manager Duties/Responsibilities
The HR manager verifies credentials of faculty and staff. The interview team makes sure that teachers are qualified. Faculty must attend workshops related to their academic discipline (department meetings). Professional development and trainings are ongoing. Further, new teachers are also required to complete an induction program and attend weekly new teaching training meetings.	Professional Development Department Meetings

Qualifications of Staff

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

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.*

Findings	Supporting Evidence
Practices/Relationships are stated in the employee handbook and in the charter petition and school vision/mission statement.	BCCHS Employee Handbook Charter Petition Committees
During the hiring process, HR investigates candidate recommendations to confirm accuracy. Additionally, all credentials are verified with the California Department of Education website. Candidates must also provide a hard copy of their credentials.	PLTs

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings	Supporting Evidence
Faculty and staff are placed based in accordance to NCLB and the possession of valid credentials.	Charter Petition

Support staff is placed based on the level of need and experience.

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The responsibilities of administrators and staff are outlined in job descriptions and organization charts.	Job Descriptions Administrator Responsibilities

Internal Communication and Planning

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

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
BCCHS utilizes various methods of communication that include, bulletins, email, memorandums, and suggestion boxes to communicate, plan and mitigate differences.	Email Correspondences Memorandums Suggestion Box
Administrators are available for faculty and staff to meet with and confer on issues.	Faculty & Staff Interviews
Policies for resolving differences are prescribed in the BCCHS employee handbook and UTLA agreement	Employee Manual UTLA Agreement

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, and group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, and group presentations?*

Findings	Supporting Evidence
All faculty and staff participate in various meetings on campus that focus on student learning. These meetings range from departmental meetings, SLC meetings, PLT meetings, and committee meetings.	Department Agendas SLC Agendas Faculty Meeting Agendas Morning Patriot Time Calendar Committee Meetings
Faculty and staff members are encouraged to observe colleagues within the school.	
Morning Patriot time is utilized for various opportunities to plan and to work with fellow department/SLC members.	

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focuses on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
Faculty and staff meet on regular basis in departments, SLCs, PLTs, and as a whole to discuss student learning. Morning Patriot Time is used for these purposes.	Department Agendas SLC Agendas Faculty Meeting Agendas Morning Patriot Time Calendar
BCCHS reviews and evaluates its existing processes on a regular basis in order to increase academic achievement.	

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
CFA's (Common Formative Assessment) are data-based and gives	CFAs

us an understanding of students' understanding of the curriculum they have learned. We focus on data to identify at risk students and consult with other teachers with the same students for assessment.

Professional Development time is used to develop academic improvements for students who are at risk of failing academic courses.

Professional Development

Student incentives are given, such as, wrist bands, buttons, and award ceremonies.

"Be a 380" Campaign
"Push to Proficient" Campaign

Staff evaluations are administered every other year. Struggling teachers are evaluated yearly.

Staff Evaluations

The CFAs are used to assess student learning. Teachers and staff collaborate to prepare assessments, test, and develop various strategies for student achievement.

Teachers
Staff

Effectiveness is addressed by providing different opportunities for professional development that include all staff. CFA's, tutorial periods, pacing plans, and opportunities for students to retest for CFA in order to gain proficiency are all efforts implemented as a result of professional development exercises. These efforts should continue to positively affect our API scores

Morning Patriot Schedule
Common Pacing Plans

Implementation of a new student information system (Aeries) to allow for parent and student access.

Supervision and Evaluation

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

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
All faculty and staff are evaluated on a regular basis. Opportunities for professional growth are both offered and recommended to everyone. BCCHS administration is supportive of those seeking these opportunities.	PD summary Formal Evaluation Procedures Professional Goals
Feedback is provided by administrators after formal and informal observations.	
Department Chairs, SLC Lead Teachers, and BTSA Support providers provide suggestions and assistance to faculty and staff who need guidance, mentoring, and assistance.	BTSA program
BCCHS participates in the California Charter Schools Association (CCSA) annual conference by sending 15-20 faculty and staff.	CCSA Conference

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
Faculty and staff are encouraged to share their experiences from professional development during department and SLC meetings.	PD/Conference Attendance
Professional development approval is determined based on the extent to which the opportunity can benefit students and support academic achievement.	
Departments evaluate and analyze data regularly.	CST,CAHSEE, CELDT, CFA
BCCHS is currently implementing the Zoom Data Director system to assist with collecting data. The Data Director system will produce reports to assist staff in making instructional decisions on pacing, materials, grouping, and standards that require additional concentrated emphasis.	Zoom Data Director system
Special Education teachers receive professional development throughout the year on IEP based topics. Professional development is also offered on aligning curriculum.	PD-Special Education
Special education teachers and paraprofessionals receive professional development in individualizing instruction for students.	
Counselors attend UC/CSU trainings about the latest college	UC/CSU Conferences

requirements in order to advise students.

On site technological support is available.

Technology staff

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings	Supporting Evidence
All faculty and staff have the opportunity to serve on various committees and attend various meetings on campus that pertaining to resource allocation.	Charter Committees
Financial Resources allocated are utilized as effectively and appropriately in support of student in accomplishing the academic standards and the ESLRs.	CFO ESLRs

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

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

Findings	Supporting Evidence
See A7 & A8 for specific comments and responses pertaining to financial matters at BCCHS.	

Facilities

Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Prompt: *Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.*

Findings	Supporting Evidence
BCCHS has a full-time Plant Manager, maintenance and custodial staff that addresses issues pertaining to our physical plant.	Maintenance Request Form Maintenance Repair Survey
Inspections of the school facilities are conducted on a regular basis to determine areas of concern. Faculty and staff complete a Maintenance Repair Survey regularly. Staff can also submit a maintenance concern directly to the Plant Manager as problems or issues arise..	
BCCHS is inspected by the Los Angeles County Office of Education and is provided with a Williams Facility Inspection Summary. Areas identified on these inspections are addressed immediately by our maintenance staff.	Williams Facility Inspection

Instructional Materials and Equipment

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

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
BCCHS has a full-time textbook room clerk who manages and facilitates the distribution of textbooks. BCCHS is transitioning to a textbook management program within our Aeries system to closely monitor, inventory and audit our textbooks. Textbooks are distributed to all students in accordance with the Williams Act. A Williams Compliance accounting form is distributed to faculty to complete and return to administration.	Aeries system Williams Compliance Form AV equipment inventory form Textbook Inventory List
Audio/visual equipment is distributed and maintained by our onsite IT staff. Faculty and staff complete a inventory form at the close of the school year to account for equipment on campus.	
Computers are available on campus; however the need to improve access for students is an action plan item.	
BCCHS computers are maintained by on site IT staff as well.	IT Staff

BCCHS has a full-time Librarian on campus that maintains our library books and additional materials that support student learning and achievement. Librarian
Library

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings	Supporting Evidence
All BCCHS faculty and staff are screened and selected based upon experience, skills and credentials possessed.	Job descriptions
All BCCHS faculty and staff are offered and afforded the opportunity to participate in regular on-going professional development. BCCHS is currently forming a Professional Development/Conference committee to evaluate and to establish guidelines for faculty and staff attendance at conferences and workshops.	PD/conference summary PD/Conference Committee
The school master schedule is student-driven and is built with staff input.	

Long-Range Planning

Indicator: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Prompt: *Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.*

Findings	Supporting Evidence
BCCHS continues to identify areas to support achievement schoolwide. Developing our Instructional Framework and ESLRs will serve as a driving force behind our continued efforts.	Instructional Framework ESLRs
BCCHS will undergo the process of renewing our Charter Petition within the next year. This document will also help develop our long-range plan.	Charter Petition
The Curriculum and Instruction Committee meets monthly to	C&I Committee

discuss, evaluate and improve the educational program at BCCHS.

A7. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

At the monthly board meetings, the school's governing authority is presented monthly financials. The financials provides the following:

- A copy of the balance sheet, income statement and statement of cash flows.
- Financials that compares budget to Year-to-Date and Projected financials with explanations for large variances.
- Rationale for changes in financial assumptions based on fiscal articles for example, monthly financials include articles from School Services of California, California Charter Schools Association and Charter Schools Development Corporation.

The acting chief business officer meets with the executive director and advisor committee to plan how resources will be spent in the near and far future.

Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

The school is fiscally solvent. The financials are overseen by a Certified Public Accountant and is reviewed annually by an independent auditor. In addition, since the school has an unsecured line of credit, the bank carefully reviews the financial performance on a quarterly basis.

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews it's long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Decisions about resource allocation are directly related to the school's purpose and schoolwide learning results.

Prompt: *To what extent the school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Are the decisions made about resource allocation directly related to the school's purpose and schoolwide learning results?*

Findings

The school regularly meets with the advisory committee that is composed of the teaching and administrative staff.

Supporting Evidence

Monthly advisory committee meetings.

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent the school has defined regular accounting and external audit procedures?*

Findings

The school has hired an accounting firm that specializes in charter

Supporting Evidence

Annual fiscal audits by an

schools for its accounting. The financials are reviewed annually by an independent auditing firm specializing in charter schools. Furthermore, the board has approved the fiscal policies.

independent auditing firm & a board approved fiscal policies.

Budgeting Process—Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure “transparency.”

Prompt: *Comment on how the school has developed and monitors its annual budgeting process to ensure “transparency.”*

Findings	Supporting Evidence
The financials are presented to the board at its meetings. One report within the financials include the variance report.	Financial updates at the monthly board meetings.

Adequate Compensation, Staffing, Reserves

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

Prompt: *To what extent does the school provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Compensation for all staff is based off of the local district's pay scales. Staffing for programs are compared to the local district. Reserves are built based on the revenue deferrals, not state requirements because the former is much more conservative.	The board of trustees must approve administrator’s salaries. The administrators are bound by the charter petition to provide the same or better compensation and benefits to its staff.

Marketing Strategies

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

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

Findings	Supporting Evidence
The new development of programs are based on research studies.	The school sends administrators and teachers to seminars and trainings to improve techniques.

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs?*

Findings	Supporting Evidence
The school has monthly advisory committee meetings to address long-range capital needs.	Monthly advisory committee meetings and monthly board meetings.

Informing the Public and Appropriate Authorities

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

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

Findings	Supporting Evidence
The advisory committee and board meetings are open to the public.	Public advisory committee and board meetings.

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school?*

Findings	Supporting Evidence
School of this size must set aside 3% of expenditures as reserves. This school produces new reserves of 3 -5% on an annual basis due to revenue deferrals by the state.	Annual fiscal audit.

Decisions-Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.*

Findings	Supporting Evidence
School meets with the advisory committee on a monthly basis to determine how resources will be allocated.	Monthly advisory committee meetings.

A7. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The school is always examining how resources are being utilized. Any efficiencies created will lead to increased resources for the classroom.	Operational changes within the school.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The advisory committee and administration are incentivized to improve academic performance while building adequate reserves.	API test scores and the growth of reserves.

A8. Resources Criterion [Charter Schools only]

To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Evaluate the fiscal policies and procedures for internal controls.*

Findings	Supporting Evidence
The board of trustees has approved the fiscal policies for the school.	Board approved fiscal policies.

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Explain how the school addresses the following: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.*

Findings	Supporting Evidence
The school engages an outside organization that prepares its financials under GAAP. The school annually engages an audit firm that reviews the financials on an annual basis. The audited financials are reviewed by the board for finalization.	The board of trustees annually review and approve the financials.

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the degree to which personnel follow the fiscal policies and procedures.*

Findings	Supporting Evidence
The school has engaged an outside organization for its accounting. That organization is compliant with Statement on Auditing Standards No. 70 (AKA SAS70)	The contracted accounting firm is SAS70 certified.

Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; the monitoring of payroll information; the review of bank reconciliations and deposits/withdrawals of all school financial accounts; the policies and procedures for the use of credit cards and other lines of credit.

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

Findings	Supporting Evidence
Executive Director can sign contracts, release funds and write checks. The HR manager monitors payroll, the CFO reviews accounting transactions, the executive director can initiate credit transactions with the accounting staff tracking substantiation.	Board approved fiscal policies.

Contracts—Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Prompt: *Explain the effectiveness of the following: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.*

Findings	Supporting Evidence
Any large contracts must go through the RFP process, and the vendor/contract must be board approved.	Board approved fiscal policies.

A8. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Fiscal policies must be adhered to prevent fraud and malfeasance.	Board approved fiscal policies must be reviewed periodically.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Efficient use of resources will lead to more funds directed to the classroom.	Increased resources available to support programs.

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

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

- Assistance is provided for students through tutoring and intervention.
- Fiscal policies and procedures are in place to closely monitor BCCHS's finances.
- A new Student Information Systems (AERIES) has been implemented to allow for greater access to student information, grades and attendance by parents, students, and staff.
- Schoolwide development of ESLRs that are consistent with the Charter petition, graduation goals, and school vision.

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

- Continue to develop a schoolwide Single Plan for Student Achievement (SPSA) that aligns and integrates our critical learning needs, ESLRs, and academic standards.
- Professional Development and collaboration time to develop grade level curriculum, Common Pacing Plans, Common Formative Assessments, etc.
- Continue to develop policies and programs that are targeted proactively at under-achieving or at-risk students.

CATEGORY B.***Standards-based Student Learning:
Curriculum***

LAST NAME	FIRST NAME
Alatorre	Isaac
Alexander	Adele
Andrade	Ignacio
Basile	Gregory
Dias	Jose-Ramon
Doan	Thuy-Vy
Epstein	Debby
Flores	Gabby
Freeman	Debra
Gregorian	Evelyn
Hagege	Sharon
*Harte	Eileen
Izarraras	Monica
Izarraras	Roberto
Kim	Tommy
Lopez	Elena
Mc Adams	Timothy
Mirzakhanian	Ann
Moreno	Wendy
Oliveros	Nadine
Perez	Lucila
Prizant	Richard
Riboh	Rosyl
Sargent	Paula
Shattuck	Nancy
Spillers	Frank
Stull	Rachel
Stutzman	Anne
Van Daalen Wetters	Sarah
Warren	Jonathon
Woody	Billy
Wu	Richard

***Focus Group Facilitator**

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.].

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
BCCHS works to provide a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards set by the state of California and the BCCHS Governing Board.	Charter Petition
BCCHS has been able to modify our bell schedule to allow for departments, SLCs, PLTs, and faculty to meet to discuss our instructional programs.	Department Meetings SLC Meetings PLT Meetings
All departments plan, develop, and implement CFAs for students.	CFA
Zoom Data Director system is currently being implemented for assessment and data analysis.	Zoom Data Director system
Instructional Framework has been implemented schoolwide	PD and collaboration time Instructional Framework

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Prompt: *To what extent are there defined academic standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
All courses have school, state, and/or national approved standards.	Copies of Standards
All textbooks are in line with these standards.	List of approved textbooks
Standards and agendas are posted in classrooms, and learning targets are changed almost daily.	

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Prompt: *To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Curriculum is designed based upon both the state standards and the ESLRs	State Standards
All textbooks are aligned with state/national standards	List of Textbooks
Common Formative Assessments are developed and aligned with academic standards	CFA
Teachers evaluate the results of CFAs and provide intervention and reteach concepts as necessary	CFA Intervention Plan

Student Work—Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?*

Findings	Supporting Evidence
Certain courses must be taken to graduate . Each class passed with a D or better earns 5 credits	Course catalog/requirements
Students must have 230 credits to graduate. All students can take any general education class they request (Honors, AP, etc.)	Graduation Requirements
Policies on course completion: course must be completed to earn final grade.	
Demographics and distribution of students throughout the class offerings, master class schedule, and class enrollments are random EXCEPT for Grant-specific programs.	Master Schedule Aeries system
The General Ed curriculum is made available to all Spec. Ed. Students to the extent to which they are able to participate productively in the mainstream setting (Least Restrictive Environment). Students are provided IEP accommodations and modifications according to their individual needs. All Resource	Special Education policies IEP

students are completely mainstreamed in General Ed Classes, supported in the classroom by a Resource teacher or assistant. Special Day Class students participate in Gen Ed elective classes and PE and are mainstreamed for academic classes, with Resource support, as they demonstrate their capability. VI and DHH students are mainstreamed into Gen Ed classes with their IEP accommodations and modifications.

Test scores went up in 2011.

CST data

CFAs show data and improvement.

CFA data

The PVA CPA Grant is for at-risk students, designed to encourage them to graduate and go on to a college program or technical school. (Annual Report is available for viewing in the Principal's office and J103).

PVA CPA Grant

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings

Supporting Evidence

All General Education Teachers have a copy of any Special Needs Student's IEP that is in their general education classroom as part of Least Restrictive Environment.

IEP Procedures

-In addition, All General Education Teachers have accommodations folders for all students with an IEP that they instruct.

All SDC and RSP teachers go to General education staff meetings. Furthermore, all curriculums is the same for both general education and SDC/RSP students (differentiated to provide access to special needs students)

Special Education policies

For any math or English class that Special Needs students are in, Resource Teachers are assigned to the class to collaborate and co-teach with the General Education teacher.

Most instruction is differentiated instruction for different learning styles (Auditory, Visual, Tactile, and Kinesthetic)

The use of one on one support is used for special needs students

who require this kind of support.

Our Learning Center provides extra support to Special Needs students who require extra support.

Learning Center

Student Councilors and the Special Education Department work closely together to provide Special Needs students the most access to the general education curriculum.

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Prompt: *To what extent is there integration among disciplines?*

Findings

BCCHS continues to find ways to integrate among disciplines. 9th grade students take a Freshman Seminar class that incorporates various skills necessary to be successful in high school and prepare them for career and college opportunities.

Departments and SLCs meet regularly to discuss curriculum and instructional strategies.

MASH CTE Grant requires integration among discipline.

Supporting Evidence

Freshman Seminar course

Department/SLC Meetings

MASH CTE Grant

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Findings

Curriculum review/ Evaluation/ Review process:
Core classes use Common Formative Assessment to evaluate students' knowledge of core curriculum. Many classes use a pacing guide to make sure that the same curriculum is being taught at the same time by all teachers of the same subject.

Graduation requirements/credits:
5 credits = 1 semester; 230 credits to graduate; Social Studies (30), English (40), Mathematics (20), Lab Science (20), Visual/ Performing Arts (10), Electives (70), Applied Technology (10),

Supporting Evidence

CFAs

Graduation Requirements

Phys ed. (20), Health (5), Computer Literacy (demonstrate), Assessments (California High School Exit Exam)
This information, and a more detailed course by course list is available with the counselors.

Grading Policies/ Homework Policy:

Some departments have grading policies and others do not. For example, the math department has a general policy that tests must be at least 60% of the student's final grade, homework is 10%. Department chairs should be contacted to gather further information on this topic. This is also a teacher by teacher policy. Syllabuses from individual teachers would have this information. Core classes must be must be passed with a "C" or better or they must be repeated. A passing grade replaces a "D" or "F."

Grading Policies Homework Policies

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings

Supporting Evidence

All courses offered are community based. We currently have 30 total students enrolled in these courses.

BCCHS has 2,702 students enrolled. 14 of these are in the system for CAHSEE purposes only.

According to Mr. Alatorre, all counselors are responsible for career counseling. A job interest survey is given at the 9th grade level and then revisited sometime in the 11th grade. These surveys show post secondary goals. Each counselor serves part of the students according to academy and last name.

Mr. Alatorre and Francis Beltran are in charge of the Master schedule. The tasks involving the teachers and what they can teach according to credential is performed by the department chairs. In collaboration with the department chairs, the data is then all compiled and fed into AERIES. The program actually assembles the master schedule.

Articulation and Follow-up Studies

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

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
Now that BCCHS is a charter school, we continue to reach out to our community to attract students to attend BCCHS. This can be beneficial, but can also pose a problem to find a consistent method of articulation to support our incoming students.	School Visits
Counselors go to feeder schools and register incoming 9 th grade students.	Registration forms
The Freshman Academy hosts Open Houses and attends other schools in our area to highlight BCCHS and to encourage students and parents outside of our attendance area to select BCCHS as their school of choice.	Freshman Open House

B2. Curriculum Criterion

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Variety of Programs—Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
Birmingham Community Charter High School is divided into six small learning communities: Creative and Liberal Studies (CAL), Medical Athletics Science Health Academy (M.A.S.H.), Performing and Visual Arts (PVA), Social Justice and Media Academy, the Technology and Business Academy and the Freshman Academy. Each SLC has an academic and career focus (see handout). Students can explore a career by taking elective courses in their SLC.	SLC Organization SLC Brochures
All incoming ninth grade students are in the Freshman Academy. The freshmen are involved in career exploration in the Freshman Seminar class. In the spring of the freshman year students are introduced to the learning academies in their Freshman Seminar or	SLC Presentations

their Health classes. They also attend an assembly in which students and faculty from the five learning community's present information via demonstrations and or media presentations to inform the students. Parents and students are also invited to an evening presentation to help students choose their SLC.

Students then fill out a request for their first, second and third choice for SLC. Once a student is in an SLC and they find they do not like their SLC they are allowed to make one change after their 10th grade year. Students in all the SLC's have access to honors and AP courses. Students who are in the Resource Specialist Program and the Special Day Class program can be a part of any SLC. All students are required to take ten credits of an Applied Technology course for satisfy the Birmingham Community Charter High School requirements.

Special Education
RSP / SDC

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings	Supporting Evidence
Parents and students attend an information assembly presented by the faculty and students that explain each learning academy. Students and parents choose which academy meets their career interest and personal goals.	SLC Presentations Counselor Conferences Graduation Requirements 4-year Plan
Graduation checks are sent to parents once in the freshman year, once in the tenth grade year and twice in the 12 th grade year. Parents are invited to meet with their student's counselor to discuss these graduation plans.	

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings	Supporting Evidence
All students who are on pursuing a high school diploma have full access to courses that would allow them to be eligible to be admitted to a California university, a California state university or a private college.	A-G Requirements Counselor conferences Graduation Requirements

We call these the A-G requirements

Counselors meet with students annually to help them choose their classes for the following year. At that time the students are given a Graduation check that appraises the students of their progress to graduation. At that time students are asked about their post high school goals and career goals. Courses are chosen to satisfy high school graduation requirements and university requirements.

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings

Birmingham Community Charter High School (BCCHS) has various programs and courses designed to address the preparedness of students post graduation success. BCCHS addresses student's needs through career and technical education as well as preparation for UC and CSU college systems.

BCCHS has over 900 students enrolled for the 2006-2007 in Career Technical Education elective courses. Some of the courses are also UC/CSU accepted. Most of the class sizes are within 30 students. However, there are some that are over 41, highlighting the popularity of the programs. An area to consider for the future changes would be to expand the amount of teachers for these courses and also to include courses on Business skills.

Another indication of successful preparation for post graduation is the SAT scores, since the score is one qualification for college admittance. BCCHS SAT scores show that 30% of students take the SAT. We are below LA unified on the scores and the amount of students who take the SAT. This area has been addressed by having all BCCHS students take the PSAT at the expense of the school this year.

College admittance is another indication of effective preparation for post graduation. 77.6% of BCCHS graduates enroll in a secondary institution. However, the number of students who complete a second year drops to 40%. This drop in continued enrollment maybe due to various factors out of the control of BCCHS. One area that is under the control of BCCHS is to offer more UC/CSU compliant classes. This coupled with the PSAT should increase enrollment and be an effective tool to improve student's post graduation success

Supporting Evidence

A-G Requirements
Counselor conferences
Graduation Requirements
College Center

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Real World Applications—Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
BCCHS offers a variety of courses, intervention programs, and credit recovery opportunities that provide students with the support they need to pass the CAHSEE, perform well and improve on the CST exams, and fulfill the A-G required courses for graduation.	BCCHS offers the following clubs and organizations on campus: Knights and Ladies JSA GLBT Cooking Club Key Club Asian Club Thespians Guitar Club Crochet Club Quill and Scroll Society Math and Science Club Interact Christian Club Dance Club Art Club Mock Trial Club Model UN Latino Club Social Justice Club Medical Club (HOSA) Anime Club
Our API score increased 43 points in 2011 This year our counselors made sure that each and every class offered at BCCHS met the state criteria for A-G requirements and new classes were added and others adjusted to comply with the course requirements. To further improve test scores, core departments started administering common formative assessments last year that consisted of specific writing prompts and multiple choice tests similar to the standardized tests given in the Spring. Data seems to confirm that these CFA's definitely helped our students' scores increase. We are continuing the same assessments but have now included all departments.	
Many BCCHS students do not pass the required courses such as Math and English. Students have access to intervention two days a week in all subjects for 40 minutes in the mornings before formal classes begin. Some teachers offer additional tutoring during lunch and after school based on individual student needs. To increase the graduation rate, Birmingham students also have access to the following programs to help in credit recovery and necessary intervention:	
<ul style="list-style-type: none">• College classes as a current enrollee• Adult school• ROP classes• AVENTA – an online credit recovery program available all day from zero period – 7th period (seniors are given priority as well as English learners)• The Learning Center is open to students with special needs (IEP's) every period and for general education students as well.	Intervention Morning Tutoring Adult School offerings ROP Classes AVENTA Learning Center

- Counselors coordinate the SST process
- Each small learning community offers quarterly intervention sessions for students with D's and F's
- Official Grad Checks for seniors are performed in 11th grade and twice in senior year.
- Counselors are developing vertical integration to organize student data for more comprehensive grad checks
- EL Advisor coordinates the LAT process

IEPs
SST
SLC
Graduation Checks

All BCCHS students are able to select a small learning community after their freshman year that provides a personalized learning environment that encompasses real world applications that support their career goals and personal educational interests. The PVA Academy, for instance, offers a career pathway through a CPA grant in which students are able to complete core curriculum and experience the Theater Arts program through collaboration and self-discovery. Each small learning community provides opportunities for field trips and guest speakers so that guidance to all interested students.

PVA Academy
CPA Grant

Students may benefit from exposure to various outside experiences and real world presentations related to their areas of interest and study. In one academy students have studied virtual business and are given the task of finding housing and setting up a budget to cover utilities and living expenses. In other classes students are given journal response essays that relate to the literature they are currently reading or asked to look at the choices they make in life and write about them. The film department produces a monthly video produced and written by the students about the campus activities at Birmingham called What's Poppin? In PVA the visual arts Design class creates packaging and stamp designs, and collaborates with the music and theater departments to produce Daniel Pearl World Music Day, Harmony for Humanity each year. In addition to the Freshman Academy, BCCHS has five other small learning communities: MASH (Medical, Athletic, Science and Health), PVA (Performing and Visual Arts), CAL (Creative and Liberal Studies), SJM (Social Justice and Media, and TB (Technology and Business).

“What's Poppin'?”

HOSA Participates in state and national competitions

Birmingham offers a variety of AP and Honors classes for students who wish to be more challenged. The AP passing rate increased from 2010 by approximately 3%.

HOSA
AP/Honors Courses

BCCHS has an outstanding College Center that provides group and individual counseling services, promotes a college-going culture, helps students become aware of their post secondary educational options, tracks progress, helps with placement, coordinates visits by college representatives, helps with the application process, and

College Center

provides resources, outreach and

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
-----------------	----------------------------

BCCHS CST results from 2010-2011 was an API score of 695.
There was a growth from the previous year where the API score was 652. In 2011, there was a passing rate of 80% in both Math and English on the CAHSEE.
The number of students who attended tutoring.

During the 2011-2012 academic year, tutoring was available Tuesday and Thursdays 7:50am to 8:30AM for each student to utilize.

The following data is regarding 2010-2011 Tutoring schedule:

Subject	Number of students who attended Tutoring
Algebra 1-2:	438
Algebra 2:	301
Art:	127
CAHSEE Prep:	34
College Readiness:	76
English:	220
Homework lab:	545
Homework/study skills:	155
Math 9:	409
Math 10-12:	442
Music:	370
PE:	510
Project Center:	63
Quiet Study Hall:	82
SAT/ACT Prep:	88
Science:	347
Social Studies:	436
Spanish:	265
Writing Center:	21

A practice CAHSEE is administered to all 9th grade students twice in their freshman year. Results are used to identify students that need additional help preparing for the actual exam.

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

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

- Policies and procedures are in place to develop, implement and administer Common Pacing Plans, and Common Formative Assessments (CFA).
- Small Learning Community (SLC) configuration allows for students to have a range of opportunities after the 9th grade.
- Improvement in CST scores
- Intervention opportunities for students that need help in succeeding in academic areas

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

- Need to monitor the development, implementation and administration of Common Pacing Plans, and Common Formative Assessments (CFA).
- Need to develop a schoolwide vocabulary program that addresses content and general academic vocabulary
- Develop programs that address all post-secondary options for students
- Improve attendance at morning intervention/tutoring sessions
- Continue to investigate programs and strategies the improve API

CATEGORY C

*Standards-based Student Learning:
Instruction*

LAST NAME	FIRST NAME
Arak	Sarah
Benarrous	Bruno
Born	Anthony
Brackins	Ashley
Brennan	Mary Ann
Brier	Debbie
Cervantes	Silvia
Dias	Jeanette
Dimon	Roy
*Dinielli	Dino
Dinielli	Yolanda
Dwyer	Pat
Fashakin	Funmi
Goyak	Peggy
Howe	Sandra
Kipp	Christopher
Marutian	Senita
Mills	Joy
Molinaro	Bertie
Moynier	Jeanhee
Omon	Emmanuel
Parisian	Brianna
Phillipson	Katherine
Powell	Katrina
Rico	Gus
Roa	Jesse
Salvatierra	Maria
Sanchez	Abraham
Speck	Jana
Uline	James
Urbina	Erica
Vasquez	Mathew
Witherow	Virginia
Zadourian	Ted

***Focus Group Facilitator**

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

Findings	Supporting Evidence
Our charter states, "BCCHS will strive to ensure all students master content standards and graduate prepared for post-secondary education and career goals". (pg.53) This mandate drives the decisions made in academic departments, SLC's, and individual classrooms. Each academic department works toward curricular coherence through course-alike teams that identified power standards, and wrote common formative assessments to assess whether students have mastered these standards. An intervention structure has been implemented to allow students who perform below a set level to attend morning tutoring, and then re-take the assessment. The goal is for every student to master all the standards in each class. This process is currently fully implemented in all of the core classes and Spanish. The elective classes are currently developing CFA's. Bilingual assistants, a resource department, and special education aides are available to help students meet their learning goals.	Common formative assessments
A school-wide initiative has been implemented to address the identified learning needs of our students. Academic vocabulary is a focus.	Instructional Framework
The English, Math, Social Studies, and Spanish Departments developed common formative assessments. The results are discussed in course-alike department meetings. Practices are adjusted in classrooms to re-teach and develop new instructional techniques	CFAs
Tutoring is offered Tuesday and Thursday mornings, and students who performed below a set level on the CFA are called at home and	Tutoring schedule

encouraged to attend.	Connect Ed messages
SLC's track which students attend tutoring.	SLC tutoring sign-ins
Professional Development time spent on compiling common course vocabulary lists, and effective graphic organizers to use during vocabulary instruction in all disciplines.	Vocabulary lists Graphic organizers
In all classrooms, teachers teach the common course vocabulary in a scaffolded manner that targets all learners	Vocabulary lists Graphic organizers

Student Understanding of Performance Levels

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

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings	Supporting Evidence
Students are made aware of course standards and school-wide learning goals in a number of ways. All teachers have course standards posted in their classrooms, and standards are part of the syllabus that parents read, sign and return at the beginning of each semester. A number of teachers also post daily standards, and let students know at the beginning of a unit the standards that will be covered. Often these are broken down into student-friendly terminology.	Student survey Teacher survey
Some teachers have begun creating standards-based rubrics that they go over the rubrics with the students before starting a new area of study.	Rubrics
All students are given an agenda book at the beginning of the school year to help them organize their school day, and a number of teachers utilize this agenda as a tool in their classrooms for vocabulary building and assignment due date reminders.	
Teachers post standards in their classrooms, and refer to them at the beginning of each new unit of study.	
Teachers post rubrics and samples of student work, which provide students with a clear picture of the teachers expectations are for assignments.	Posted rubrics, samples of student work
Course syllabi given out at the beginning of each course, stating the Standards to be covered. Parents and students sign and return notice that they have read and understand the syllabi.	Copies of course syllabi

Student agenda books used as a tool in a number of classes.

Student agenda books

Students are expected to write course vocabulary in a dedicated section of the book, and put assignment due dates in their agenda book.

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Prompt: *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

Findings

The expectation that **all** students will master the course content compels teachers across all disciplines to use a variety of strategies to ensure that all students are able to access the curriculum successfully. These include verbal and written response questioning, visuals, concept maps, graphic organizers, explicit vocabulary instruction, project-based learning, and white boards to check for understanding, and peer teaching. Teachers are aware of the students in their classes who are in Resource or Special Day classes, and the modifications they require. Many teachers report the effectiveness of one on one teaching of difficult concepts with individual students while the class is working on individual activities.

Supporting Evidence

The Special Education department

Technology has had an impact on the way most teachers structure their lessons. Classrooms are equipped with computers for teacher and student use, most rooms have LCD projectors, some have smart boards. Teachers use power point as a teaching tool, and in many classes students create them as class projects. The internet is used in many classrooms as a research tool.

Classroom observation

Classroom observation

The Special Education office provides classroom teachers with timely information on the learning needs of students through distribution of IEP's containing modifications needed by students and their learning goals.

Bilingual and special education aides provide in classroom support. The Construction Technology instructor utilizes a DVD lecture/written instruction/demonstration system that provides instruction in multiple modalities.

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

Prompt: *Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.*

Findings	Supporting Evidence
A number of teachers report that the utilization of the CFA/intervention process, and the increase in our CST scores have had a positive impact on student confidence in their ability to master learning goals, and has led to more positive student/teacher interactions.	Tutoring logs Teacher reports
The CAL Academy has implemented a 10 th grade Advisory program, linking small groups of CAL 10 th graders with a mentor teacher. After an initial group meeting and lunch, teachers meet with their group of students to discuss grades and goals. This allows for a level of personalization that strengthens the link between the students and the school.	CAL advisories
In the MASH Academy and the Technology and Business Academy the teachers have started to pull the students out and make them aware of their performance and the level of performance that is expected of them. This has helped them understand their requirements and has improved their performance.	
The experience of CFA's, and added incentive to attend tutoring, has allowed students more opportunities to master standards. The process of one on one interaction with their teachers gives students a more personalized learning experience.	
CAL Advisory teachers receive timely data from the CAL office staff on their groups of students. The Counselor is always available to attend advisory meetings.	
Teachers and Counselors meeting with students on a regular	

C1. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Creativity is an important part of the “Art” of teaching, and most faculty members provide students with numerous opportunities to exercise their creativity as a part of standards-based lessons. Creative lessons, utilizing technology, manipulatives, realia, and projects, allow students of all ability levels to experience success in their classes.	Teacher reports Samples of student work
Geometry teachers have students create origami, and a number of classes use dramatic presentations and scenarios.	
Virtual Business students create business plans, which they present to their classmates every two weeks, using a power point presentation. This process is designed to overcome students discomfort with public speaking.	Virtual Business/ROP Classes
Social Studies teachers use History Bowls, debates, and project based learning to engage students and build upon their varied learning styles.	

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The identified need to increase student understanding and use of Academic Vocabulary has led to a number of initiatives designed to address this need. Each course created a list of specific vocabulary. A portfolio of graphic organizers was developed and made available to all faculty members.	Course vocabulary lists Graphic organizers
BCCHS students work towards graduating as Critical Thinkers, Academic Achievers, Responsible Citizens, and effective Communicators. The faculty is united in providing learning experiences that allow individual students with diverse learning needs to feel successful in meeting both their own learning goals and the identified standards. This includes creating standards based instruction, project-based activities and instruction, and a variety of differentiated lesson plans.	ESLRs
Course-specific vocabulary was developed and is taught in each class.	

Graphic organizers are used in classrooms to aid student learning of course specific vocabulary.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
There has been a thoughtful and purposeful examination of the learning needs of our students, and research-based strategies have been identified that are being implemented through individual teacher attendance at conferences and trainings, and whole staff development.	Meeting agendas and sign-ins
The implementation of the late-start day has allowed for much more structured time for teacher training, collaboration, and discussion. The morning time is used for the course-alike teams to work on the CFA's, for individual student tutoring, whole faculty meetings, SLC meetings, and Study Groups. The Study Groups, small groups of teachers from various disciplines, meet to read and discuss articles on a variety of topics, such as grading practices. A goal of this activity is to foster an atmosphere of collaboration, inquiry, and ultimately move in the direction of a common vision of effective instruction. Teachers are encouraged to visit each other's classrooms to observe and learn.	
Many teachers are members of Professional Organizations affiliated with their discipline, and attend conferences and trainings sponsored by these organizations. Teachers are encouraged and supported to attend any training or workshop that will enrich the classroom experience for students.	ERWC
A number of our English Department Faculty has attended the CSU Expository Reading and Writing Course training, and other faculty are attending RIAP. This process is having a positive impact on the teaching of faculty who are part of this process, which identifies research based effective strategies for teaching course vocabulary. Teachers are using more "writing to learn" activities, and strategies for teaching vocabulary.	RIAP

The implementation of the late-start day allows for a variety of student-centered and teacher-centered activities, including tutoring, Study Groups; Department, SLC, and whole-faculty meetings. English department use of the CSU Expository Reading and Writing Course provides students with a research based curriculum designed to increase student reading and writing skills. RIAP training for Math, Science, Social Studies, Spanish, and elective teachers provides research-based strategies to increase effective reading and writing activities.

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *To what extent do teachers work as coaches to facilitate learning for all students?*

Findings	Supporting Evidence
A group of Administrators and Faculty members attended the Professional Learning Communities at Work Institute this past summer. A major focus of this conference was the effectiveness of the Teachers as Coaches model. The goal of a coach is to ensure that all players perform at the highest levels, and this is possible through intentional, focused, and appropriate practice, coupled with specific, accurate, and timely feedback. Highly effective collaborative teams of teachers work to analyze the results of formative assessments student by student, skill by skill. This collaborative culture was brought back to the whole faculty and guides the work of course-alike teacher teams in their responses to the formative assessments.	Conference materials
The Technical Arts Department has always utilized a “direct instruction, model, practice, correct, re-do” mode of teaching, and found it an effective strategy for guiding all students to proficiency. The Social Studies Department utilizes Socratic questioning as a means of coaching students.	Instructional Practices
Professional Learning Communities at Work Institute	

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to*

gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

Findings

The four key questions of a PLC are, “What do we want our students to learn?”, “How will we know they have learned it?”, “How will we respond when learning did not take place?”, and “How do we respond when learning already has occurred?” Answering these questions focuses the teachers on identifying the essential standards, planning lessons, developing common assessments, delivering lessons in an effective manner, giving the common assessments, and then analyzing data. The results of the assessments require answering the last two questions with a pyramid of intervention.

Supporting Evidence

Pyramid of intervention

The pyramid of intervention helps to focus the design of reteaching in the classrooms and the needs of individual students in one-on-one tutoring

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings

Much collaboration occurs among the students both within and outside of the classroom. In a number of classes, students work in groups to complete projects and assignments.

Supporting Evidence

Course projects

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Prompt: *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?*

Findings

There are a variety of programs and courses that utilize technology. PowerPoint presentations are ubiquitously used by teachers and students.

Supporting Evidence

PowerPoint presentations

Technology grants have allowed for the expansion of technology in the Eco-CAD classes, and the use of Smart Boards in a number of classes.

Eco-CAD
Smart Boards

LCD projectors are used in many classes.	LCD projectors
BCCHS currently has two sections of READ 180 to assist with students in need of reading and English intervention.	READ 180
Many departments require students to utilize the internet to conduct research.	Internet Research
BCCHS has also integrated the AVENTA online education programs to assist with credit recovery for our students.	AVENTA
Computers are available in the library for student use.	Library computer lab

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

Findings	Supporting Evidence
Students in all disciplines are engaged in a wide variety of learning experiences that go beyond the textbook, although most teachers do utilize the textbook as one of their many learning tools. Faculty across all disciplines overwhelmingly provide a variety of learning experiences for students that require them to move beyond the page, such as research projects, model building, Web quests, presentations, real-world scenarios, creating videos, and “animated concepts”. Students are working in groups and individually on a variety of problem-solving activities that require them to apply what they have learned in new and different ways, and to find information on their own to enhance their understanding. These activities and others like them provide students with opportunities to learn and use academic vocabulary in meaningful contexts, and to engage in higher level thinking.	Web quest presentations Realia Vocabulary development
Teachers bring in guest speakers and original documents to personalize and bring learning to life.	Guest speakers
Students in Careers with Children receive real-world experience as teachers in the on-campus Preschool.	BCCHS pre-school

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

Findings	Supporting Evidence
A retired architect is available every day to mentor the ECO-CAD students.	Eco-CAD
ROP classes offer students a chance to experience the real job market, but this opportunity is not available to every student.	ROP classes
A number of teaches expressed that they wish there were opportunities for the students to participate in job shadowing experiences. Since participation in Community Service is no longer a graduation requirement, there are less off-campus opportunities for students to engage with the larger community.	

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

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

- Increased opportunities for tutoring and intervention.
- Students have a greater accessibility to teachers through an alternative bell schedule (Morning Patriot Time)
- Faculty and staff are increasing the use of technology in their instruction
- Faculty and staff develop strategies to differentiate instruction to accommodate students identified as English Learners, 504, and Special Education

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

- Providing on-going professional development that assists faculty and staff with consistently providing instruction that accesses higher critical thinking
- Provide additional collaboration in areas such as, effective practices, examining student work, and developing and incorporating learning targets in course-alike groups
- Develop and implement uniform grading practices that emphasize higher critical thinking (common rubrics, grading criteria, CFAs, etc)
- Develop effective strategies to teach essential content and general academic vocabulary to students in all content areas
- Increase opportunities for students to engage in job shadowing, internships, and community service opportunities
- Develop programs to increase students' knowledge and understanding of the skills, requirements, and planning necessary to pursue post-secondary opportunities.

CATEGORY D

*Standards-based Student Learning:
Assessment and Accountability*

LAST NAME	FIRST NAME
Aguirre	Rose
Andersen	DeEstie
Balestrero	Cindy
Berley	Hannah
Burman	Lily
Camberos	Carmen
Castaneda	Irvin
Chaffino	Lourdes
Duarte	Luis
Garay	Mercedes
Gazarian	Lisa
Hernandez	Mirna
Hernandez	Karina
Lewis	Joy
Medina	Froy
*Monaster	Chris
Muller	Marcia
Pedrani	Natalia
Quintanilla	Norma
Ramserran	Tarissa
Romero	Eric
Sanchez	Eloiza
Silvers	Alysia
Sink	Kris
Syzmanski	Sabina
Turner	Mark
Weber	Sandy
Wilson	Hollie
Wydra	Michelle
Yadav	Sonal
Zapatier	Rita
Zazanis	Nancy

***Focus Group Facilitator**

Category D: Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

Findings	Supporting Evidence
Each year the CST and the CAHSEE are administered to all eligible students. A practice CAHSEE is administered two (2) times a year to all 9 th grade students.	CST CAHSEE Practice CAHSEE
CFAs are currently administered five (5) times a year in English, Math, Science, Social Studies, Spanish, and Health.	CFAs
CELDT is administered annually to ELLs to determine language development and appropriate class placement.	CELDT
The California Physical Fitness Test is administered to all eligible students throughout the school year.	FITT Gram testing
Data is disseminated to the faculty, students and parents on a regular basis. Results are discussed amongst departments, SLCs and schoolwide. Discussions regarding the results involve identified areas of strength and weakness in the school's academic program and are encouraged to share successful instructional practices.	Department meetings SLC meetings Schoolwide meetings
Data is also used for the appropriate placement in classes (Intervention, AP/Honors, and SAS).	AP SAS
Report cards are distributed every 5-weeks, daily grade checks are available to interested students and parents.	Report Cards (Every 5 weeks)
Information regarding schoolwide test data is available online and released to the media.	BCCHS Website

Basis for Determination of Performance Levels

Indicator: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

Findings	Supporting Evidence
BCCHS determines the students' grades and their growth through an assortment of assessments to support and bolster the achievement of all students.	CSTs CAHSEE CELDT Intervention
This information is used to determine among other items: students' placement, acquisition of standards, bases for re-teaching instruction, progress toward graduation, and intervention.	
Zoom Data Director is currently being rolled out to develop assessments and analyze gathered results. Data results are explained in great depth to faculty, staff, parents and students. CST and CAHSEE proficiency levels are explained in great detail. Campaigns to improve proficiency levels are held annually. Recognition is given for those students who reach performance levels.	
Regular meetings with counselors provide students with the opportunity to discuss grades, performance,	

Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
BCCHS uses various assessment strategies in order to determine students' progress and acquisition of a specific body of knowledge and skills. Some classes utilize portfolios to compile student work, which are a means to assess growth over a period of time.	Portfolios
BCCHS also uses CFAs in English, Math, Science, Social Studies, Spanish and Health to gather information on student progress and necessary re-teaching and intervention necessary for student improvement and achievement.	CFAs Classroom Assessments
Pacing plans have been developed in all core subjects to ensure continuity across each grade level and/or subject matter, which enables teachers to work together to develop common assessments	Pacing Plans

and benchmarks.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Prompt: *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.*

Findings	Supporting Evidence
All students' work (including those with special needs) demonstrates the extent of achievement of academic standards and ESLRs through methods.	Student Work Content Standards
Class activities, lessons, and discussions are related to the content standards in each subject.	
The CBI program curriculum is tied to the CAPA standards. Students are assessed on mastery of life skills and applied academics.	CBI program CAPA standards
CFAs are administered in English, Math, Science, Social Science, Spanish, and Health five (5) times per year, based on common pacing plans.	CFAs

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.*

Findings	Supporting Evidence
BCCHS evaluates, in a timely manner, standards-based curriculum embedded assessments in English Language and Math.	Content Standards

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
BCCHS used student feedback on a regular basis to gauge students' performance over various time intervals to determine students' proficiency in academic standards and ESLRs.	Student Feedback ESLRs
Based on student progress, some students are required by parents, coaches, and/or counselors to obtain and fill out Daily Progress Reports. These progress reports allow students, parents, coaches, and counselors to verify student progress or lack of progress in each class.	
Counselors meet with students on a regular basis to discuss progress. Intervention is provided for students that are in need.	Tutoring Intervention
Additionally, parent, student, teacher conferences, IEPs, 504 Plan, and SST meetings are held to provide feedback to all involved. During these meetings, students communicate their opinions about personal progress they have made toward the standards and the ESLRs.	IEPs 504 Plan meetings SST meetings

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
BCCHS effectively collects and analyzes assessment data to guide and modify future planning, instruction, and assessments.	Department/SLC meetings Intervention CST,CFA,CAHSEE data
Teachers meeting in SLCs and departments to review data collected. Intervention strategies are also discussed.	

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Prompt: *Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.*

Findings	Supporting Evidence
BCCHS has a system in place to monitor students' progress.	
BCCHS recently acquired the Zoom Data Director program to assist with developing, monitoring and assessing students on both standardized assessments and CFAs. These findings are analyzed by teachers, counselors, and administrators to determine student	Zoom Data Director program CST, CFA, CAHSEE data

progress.

Intervention strategies are in place to assist students who struggle with the CFAs, CSTs, and CAHSEE. Tutoring is offered during our morning Patriot time. Counselors meet with students on a regular basis to discuss grades, progress, and future goals.

Morning Patriot Schedule

D3 and D4. Assessment and Accountability Criterion

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings	Supporting Evidence
Common Formative Assessment (CFA) results are currently sent via specialized report cards. A new Zoom Data Director program is being implemented to help facilitate the analyzing and dissemination of test results to staff, students and parents.	CFA Zoom Data Director
Parents receive ConnectEd message regarding mandatory intervention tutoring for students who did not pass one or more CFA.	ConnectEd

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
BCCHS has processes in place to effectively inform our school	Zoom Data Director

community about student progress toward achieving the academic standards and ESLRs.

ConnectEd
Letters home
School board meetings/minutes

Modifications Based on Assessment Results

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

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
BCCHS along with its shareholders, uses assessment results to direct changes in the school program, professional development activities, and resource allocations, which demonstrates a results-driven continuous process.	
Based upon assessment and diagnostic results, students are placed in intervention classes.	Math/English diagnostic test
Analysis of assessment results has been an on-going conversation point schoolwide. The results are the basis for creating common pacing plans, CFAs, and intervention programs.	CSTs CFAs Common Pacing Plans Intervention classes

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

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

- Increase in CST scores and API
- Development of Common Pacing Plans and Common Formative Assessments
- Increase faculty and staff involvement analyzing data (CSTs, CFAs, and CAHSEE)
- Intervention strategies have been developed to provide tutoring and intervention for underperforming students
- Incentive campaigns have been developed to increase awareness and performance on assessments (CSTs, CAHSEE)

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

- Provide additional collaboration time for examining student assessment data, developing common assessments, and examining students work
- Develop and implement grading practices (common rubrics, grading criteria, etc)
- Continue to develop strategies to improve API, CSTs, CAHSEE scores

CATEGORY E

School Culture and Support for Student Personal and Academic Growth

LAST NAME	FIRST NAME
Avila	Dario
Chaccatori	Tina
Coates	Marsha
Constanza	Jenny
Cruzalegui	Jeanette
Elias	Vanessa
Fowler	Tonya
Garcia	Valarie
Goyak	Sarah
Gutierrez	Ana
Jones	Andrew
Kelly	Kevin
Komen	Denis
Levi	Samantha
McGauley	Todd
Mowry	Matthew
Nelson	Katherine
Norris	Sherri
Palmer	Teresa
Perez	Christina
Ponce	Margarita
Reisbord	Melissa
Sachs	Barrie
Scherrer	Stephanie
Setrakian	Amber
Shafit	Patti
Sierer	Donny
Silva	Scott
Singer	Laurie
Suffolk	Michael
Treece	Frank
*Wilkins	Missindy
Wydra	Brendan
Zook	Angela

***Focus Group Facilitator**

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

E-1 School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

Birmingham Community Charter High School provides many opportunities for active parent and community member involvement in school governance and on decision-making committees. Parents and community members are encouraged to take part in every school committee, group, and activity on campus. We continuously work on ways to improve our parent-community relationship and promote and welcome these involvement opportunities. We recently established a Parent Involvement Committee with the sole focus of finding ways to improve this essential relationship.

Our EL and ESL offices work diligently to find new ways to encourage non-English speaking parents to participate in the teaching/learning process and to have an active voice in decision-making committees on campus.

Findings

Every decision-making and school wide committee solicits parent/community involvement.

Supporting Evidence

Parent Committees and/or committees with parent and community representative: PTSA (fundraisers, phone trees/emails), Dad's Club, All standing committees (Human Resources, Facilities, Curriculum and Instruction, Student Services, and Advisory Council).

Parents and Community members sit in on interview panels and vote on new hires for every position.

Interview panels

A phone message delivery system, in both English and Spanish, informs parents about upcoming events, timely feedback, and important school news. It acts as an instant messenger for school and community emergency information. Further, it calls home for absences and tardies informing parents immediately of their child's

Connect Ed, automatic phone messages with school info

attendance status as needed.

Teacher office hours on Tuesday and Thursday mornings from 7:50am to 8:30am present opportunities for open-forum impromptu parent conferences, sharing parent/student concerns, and/or offer classroom support.

We offer schoolwide academic-centered events for parents and community members. Additionally, we have translators staffed for these events in order to help our non-English speaking parents be active participants.

We invite parents and members of the community to BCCHS sponsored events.

Our school website www.birminghamcharter.com gives parents and community members easy access into the inner workings of our school, which include updates, teacher information, and a color-coded calendar sectioned by athletics, facilities, senior, and general information.

Our Parent Liaison facilitates non-English speaking parental involvement through Parent Institute classes offered each semester and works collaboratively to coordinate events with the EL Office. BCCHS has a Spanish translator available at every schoolwide event and committee meeting. Additionally, an Academic Improvement Planning Workshop is conducted annually in Spanish for parents of ESL students.

BCCHS's Parent Center publishes and mails out a monthly parent newsletter. Also, the Parent Center connects parents to community and school resources.

Our marquee streams information about classes, school events, ESL classes and parent workshops, and keeps the community informed of the school's progress.

Our Drop-out Prevention Counselor works closely with parents and visits home sites as needed to reduce student dropout rates and provide students and parents with alternative education opportunities. Our DPC also arranges for some students to earn credits through work experience and is currently designing our own ROP program in efforts to improve our graduation rate.

T/Th Office Hours

Back-to-School Night, College Center meetings, SLC Selection Night, Freshman Night, Patriot Preview, SLC Interventions/Parent Night

Movie Night, Choir Shows, Drama Productions, Band Concerts, Sporting Events, Restaurant Fundraisers, Homecoming Events, Graduation

Website – online school calendar, email access to teachers, testing, news and updates

Parent Institute classes offered each semester in English and Spanish. ESL classes are offered for adults to help build their English Language skills. Academic Improvement Planning Workshop

Parent Newsletter and Resources

Marquee

DPC – phone calls, home visits, work experience, ROTC

Our SLC clerks and counselors actively make personal phone calls home and schedule conferences to discuss academic status of students as well as any other non-academic needs or concerns. SLC phone calls

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Since BCCHS' conversion to charter, one of our chief missions is to effectively use community resources to support our students. We are gaining success and constantly striving towards new and greater opportunities to partner with businesses and create professional opportunities and partnerships, particularly those that prepare our students to be productive citizens with a local and global perspective. We balance college-preparatory education with career and post-secondary job training, and continue to foster a community atmosphere within our school that creates a welcome environment for local families, businesses, and organizations. Further, we align our SLCs with a specific focus on real life connections to our students' business/professional aspirations. Many of our academies have successful programs that offer panoply of experiences and community associations; we are working towards enriching all of our SLC programs to equally entice students as well as more businesses and community members to become actively involved with BCCHS.

Findings	Supporting Evidence
All our small learning communities (SLCs): 9th Grade Academy; Medical, Athletics, Science & Health (MASH) Academy; Social Justice and Media Academy (SJ); Performing and Visual Arts Academy (PVA); Business and Technology Academy (B & T); and Creative and Liberal Arts (CAL) are designed to utilize community resources that support students in their chosen fields or to create well-rounded, committed community members:	SLC Community Involvement
Our PVA academy partners with various theatre groups, university music programs, and art museums: REPRISE tickets (from UCLA); Bravo Theatre group (mentor); Daniel Pearl Harmony for Humanity; USC music department; and the Getty Museum, LACMA, and Norton Simon museum.	PVA Academy: theatre, music programs, partnerships, and mentorships
TB Academy and the ECO-CAD pathway have various guest speakers within the discipline: architects, real estate developers, bankers, real estate professionals, marketing agents, and business owners. Our students also compete in Urban Plan (a Los Angeles urban planning redesign project sponsored by Urban Land Institute) as well as enter architectural contests from the Building Industry Association and Women in Construction. Other sponsors have included Bank of America, CB Commercial Real Estate, and an assortment of other companies within the real estate field. Our students have won scholarships, e.g., cash and summer programs at	Business and Technology/ Eco-Cad Academy Speakers, Professional Relationships, Community Involvement

Cal Poly San Luis Obispo. Students also take field trips to museums, construction sites, Eco-Adventure outdoor ecology and team building tours. We also have a licensed architect who works with the students on a daily basis in the classroom.

MASH's Medical Club and Sports Medicine pathway have guest speakers from the surrounding hospitals and medical centers speak on health career topics and their professional fields and experience. Due to many of these speakers and medical/sports field trips, many of our students have earned internships and jobs at the hospital. Students in the Sports Medicine pathway provide athletic training services at football games under the supervision of their teacher.

Medical Athletic Sports Health Academy
Speakers, Professional Relationships, Community Involvement, Internships

Last year, Media was integrated into the Social Justice Academy. Computers, cameras, and other equipment and accessories required for the publishing of the school newspaper and yearbook were purchased. Though both our website and yearbook do not actively involve the outside community, we use these mediums to present the school's activities to parents and the outside community. Additionally, SJ/Media students participate in Mock Trial (supported by Dad's Club). Last year a group, Liberty In North Korea (LINK), spoke to students about the humanitarian issues in North Korea. This year Congressman Ken Sherman spoke to our students about his role in congress, ways that the students could get involved in the community and local politics, the voting process, and answered student-centered questions about timely topics and controversial issues. Additionally, other guest speakers address student vocational questions and discuss opportunities for internships and community outreach.

Media/Social Justice Academy
Speakers, Professional Relationships, Community Involvement

The CAL Academy works with the UCLA Early Academic Outreach Program and the Pierce College High School Outreach Program to provide college workshops and campus orientations. We also partner with the CSUN College of Humanities to plan and prepare our Liberal Studies Preparation curriculum. Furthermore, we have worked with The Engineer's Council, Pixar, Universal Studios, and The Los Angeles Times to provide career orientations for student.

Creative and Liberal Arts Studies
Speakers, Professional Relationships, Community Involvement

Association for Climate Education (ACE) gives an assembly to inform students of global climate change.

ACE

Students are enrolled in ROP, a work program, where they volunteer their time and earn credits. We also have students enrolled in Work Experience, a program for students who have jobs; they earn credits for their work hours.

ROP, Work Experience, Military guest speakers

Counselors/School Psychologist refers students/parents to our mental health services. We have two therapists from Hathaway-Sycamores who work on the BCCHS campus, and we have an

Hathaway House, School Psychologist, Impact

LCSW, Debra Presser, who comes to BCCHS one day a week to assist our students with their mental health needs and performs this work pro-bono. Psychologist, counselors, and psychologist/counselor interns assist the school staff by facilitating counseling groups, performing individual counseling, and crisis intervention. Impact groups are run to assist students with family and drug problems.

Mrs. Burman, our job and career transition specialist, searches the community for appropriate volunteer and work opportunities for students. Transition Specialist

Programs to support our gay, lesbian, transgender, and bisexual student population as well as to build tolerance amongst our general student body include the Gay-Straight Alliance, GLTB club, and an impact group designed to support this specific need. Gay-Straight Alliance, LGBT Club, Impact

To support our students' mental health, we use Accelify to bill Medicare, in order to fund programs to meet our student's mental health needs. Accelify (Sp. Ed.)

Local Business support school fundraising by setting up stands at lunchtime or during school events. Fundraising business partnerships – Jamba Juice, Fresh and Easy, In-n-Out

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular program.

Prompt: *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?*

BCCHS continues to find new and improved ways to reach out to parents and the school community to help foster a comprehensive, holistic approach to both individual student academic achievement and schoolwide learning expectations and results. BCCHS incorporates the personal approach of one-on-one student-to-teacher interventions to schoolwide and department specific interventions. Schoolwide, BCCHS is dedicated to addressing cross-curricular critical learning needs and establishing schoolwide strategies to meet these specific needs, e.g., content-specific vocabulary, examining effective teaching practices, and implementing an optimal system of immediate individual student feedback. Additionally, for the last two years, students are given five Common Formative Assessments in each discipline throughout the school year to measure learning results and to analyze data that informs both individual teachers, teachers of the same discipline, students, and parents.

Findings

Common Formative Assessments, assessments written collaboratively by course-alike teachers prior to CSTs that consist of CST-released or teacher-designed multiple choice questions and a short constructed response, are administered at five regular intervals -- after approximately every 6 weeks of instruction – in

Supporting Evidence

Schoolwide CFAs

order to provide teachers and students with information concerning level of student mastery of concepts and standards being taught. Further, CFAs illuminate the effectiveness of instruction and help determine strategies to re-teach content and provide immediate feedback to both students and teachers. CFAs monitor student mastery of standards, highlight student strengths and weaknesses in the content, inform instructional practice, provide content equity to all students, provide equal access to content for all students, and measure student readiness for required state assessments.

The CFAs are then subject to schoolwide data analysis. This process includes item analysis per course and grade-level where teachers analyze individual class data for patterns of frequently missed concepts, course-alike teachers analyze course data for frequently missed concepts, course-alike teachers share strategies and instructional practices that resulted in increased student mastery.

CFA Data Analysis

Once all the data is analyzed, BCCHS begins its CFA interventions. Students scoring 50% or less are required to attend morning interventions. Students are notified by teachers, "tagged" in Aeries, and additionally notified with ConnectEd message sent home. During the schoolwide intervention days divided by period, teachers reteach concepts/standards and allow students to earn back points missed on CFA. Interventions are determined by individual teachers based on student need with appropriate methods for increasing student understanding that will lead to mastery.

CFA Intervention

BCCHS communicates with parents about intervention requirements and qualifications via ConnectEd messages and CFA report cards.

CFAs have been implemented for the past two years, and it has been a learning process for our staff. With each CFA and subsequent intervention, we evaluate ways to better improve our implementation system. In the future we plan to systematically increase minimum mastery score, develop course-alike re-teaching plans, and develop course-alike activities designed to increase the number of students who demonstrate mastery.

CFA Communication

Teachers meet in home groups to design course-alike pacing plans, CFAs, and intervention strategies and plans.

Continued work to improve and create the most effective CFAs

CAHSEE Campaign – “BE a 380”
CST Campaign – “Create Success Today”
CST Advisories

Throughout the year, BCCHS creates a testing culture, particularly for the CST and CAHSEE tests. Students are educated regarding CST proficiency bands and scores required for CAHSEE passage through school wide CST and CAHSEE campaigns. CST Advisories utilize curriculum-specific lessons as well as motivational lessons that inspired intellectual perseverance and goal setting. Additionally, students are asked to look at their own CST

Home group/department meetings and co-planning

data and make realistic expectations for their next performance.

BCCHS's school website informs students, parents, and the community about forthcoming exams and schoolwide interventions and strategies.

Testing Community Culture
(CAHSEE, CST)

Report cards are issued every five weeks with a total of eight times a year. Additionally, by Fall semester 2012, Aeries grade book will be available to students and parents via online access.

Website:
<http://www.birminghamcharter.com/>

Counselors perform graduation with individual students to discuss their current progress. Further, the counselors develop individual plans for success by assisting students in goal setting and understanding their current academic status.

BCCHS Individualized Post-
Secondary Plan (IPSP)

Connect-Ed notifies parents and community members of upcoming tests, current interventions and strategies, and academic-based expectations and functions. Further our school support staff and teachers actively make personal phone calls home and schedule conferences to discuss academic status of students.

Report cards and Aeries grade book
access

Teachers send home Aeries missing assignment reports and grade reports to be signed by parents. Additionally, many faculty members send home via phone calls, letters, or emails positive acknowledgement of student achievement or improvement.

Counselor Graduation checks
BCCHS IPSP
DPC counselor intervention/ ROP

E-2 – School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

Safe, Clean, and Orderly Environment

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

Prompt: *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

BCCHS has an efficient and hard-working facilities staff that prioritizes safety and environmental concerns and maintains an exceptionally clean and aesthetically pleasing campus. BCCHS is a premier valley campus with a distinguished legacy and its iconic status as Hollywood's ideal high school is evident by a constant stream of film crews on campus. Since becoming an independent charter, our maintenance staff can respond immediately to any environmental or safety concern. This safe, clean environment fosters learning, inspires school spirit and pride, and enables our classrooms to be functioning places of learning. Although at times challenging, BCCHS constantly seeks new ways to encourage student participation in keeping the campus clean.

Findings	Supporting Evidence
<p>BCCHS employs a hard-working custodial staff with prompt response to any safety or environmental concern. Classrooms are cleaned on a daily basis and are checked for safety concerns, e.g., lights out, electric cords, boxes on bookshelves, etc.</p>	Custodial Crew
<p>Grounds are kept pastoral by our green-thumbed gardening staff, and facilities are repainted (often in school colors) as needed to ensure an attractive, pride-inducing school atmosphere.</p>	Gardener, Maintenance Crew
<p>BCCHS only has one entrance during school hours. This entrance is monitored by security, and a visitor pass and security check-in are required for school access. Other access roads or gates are locked during school hours.</p>	Security, School Access, and Visitor check-in
<p>Campus security, Deans, and Campus Police conduct random security searches in classrooms and student lockers.</p>	Random security searches
<p>BCCHS students are expected to follow our conduct code guidelines, which are posted in classrooms as well as included in their beginning of the year paperwork. Though all school staff does not always consistently or equally enforce some of the rules, this code helps to reduce behavior issues on campus. Thus, creating a safer environment for all. Our overall discipline procedures are as follows: Teachers need to immediately report to deans any situation that involves student's health or safety, fights, students who may be under the influence of a controlled substance, conflicts between students, possession of a weapon or drugs, major class disturbances, or any other incident that warrants immediate action/concern. Teachers should consult with deans if they are having discipline problems with a particular student; deans will provide support as needed.</p>	Established student conduct guidelines and discipline procedure
<p>BCCHS recently began enforcing a dress code for all students. Students cannot wear inappropriate clothes, i.e., gang or drug-affiliated attire, low-cut blouses, short shorts, and so on. We informed parents both by Connect-Ed and by letters. Though we are still working to enforce it consistently, we are seeing positive results and less problematic attire.</p>	Dress Code
<p>We have a visible security staff, campus police, and deans that monitor the campus throughout the day and are always visible and ready. The school police support the deans by dealing with students who are violating the law: possession of weapons, sales or possession of controlled substances, trespassers, etc.</p>	Campus Police, Security Staff, and Deans
<p>BCCHS performs tardy sweeps every period. After the tardy bell rings, teachers close their doors and do not let students in without a</p>	Tardy Sweeps

tardy pass. Students report to the quad stage and receive a tardy pass from their SLC Dean or security. Parents are contacted students with multiple tardies are assigned after school detention. Failure to attend detention results in Saturday detention and/or suspension.

Detention

Detention: Every Monday and Wednesday from 3:30pm to 4:30pm in G55 and Saturday from 8am to 10am. Detention is assigned by Deans. Students are warned if they miss detention, and ultimately, suspended if they do not heed the warning.

Fulltime nurse
Safety and Emergency Plans

BCCHS has a fulltime school nurse and school safety and emergency plans in place. Mock drills are conducted to ensure a smooth implementation of safety and emergency plans during an actual emergency.

To ensure safety, students and faculty carry ID cards for easy recognition.

Student ID cards, faculty ID cards

Positive signs and campaigns are posted around campus to ignite school-spirited excitement and involvement from the student body.

Positive, school-spirited signs and campaigns around campus

Each SLC displays student recognition and work in shadow boxes in their designated SLC hallway area.

SLC hallway displays and student recognition shadow boxes

BCCHS's student-run clubs foster an atmosphere of school spirit, which in turn, manifests into an environment ripe for learning and student engagement/investment.

School Clubs:
Freshman Council, Mock Trial, Crochet Club, Math Club, Knights and Ladies, Christian Club, Thespians, Social Justice, Knitting Club, Cal Senate, Latino Club, Key Club, Anime Club, Mash Council, Asian Club, Polynesian Club, Black Student Union, Play Production, Gay Straight Alliance, Armenian Club, Tech and Business, French Club, Rock-it Science, Graphic Media, Medical Club, and Music Club

High Expectations/Concern for Students

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

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

BCCHS has an exceptional staff of caring and concerned teachers, support professionals, and administration. Since becoming a charter, we have explored ways to honor individual student differences in our instruction, school culture and environment. Before school on Tuesdays and Thursdays, students have access to teachers during individual tutoring time and office hours. Moreover, students have daily access to our library before and after school. During school hours, our support staff is easily accessible to both students and teachers. Teachers stand by their doors during the passing periods to welcome students to class. We celebrate student achievements schoolwide and within SLCs both for effort and academic performance. Additionally, many of our student-based clubs and organizations offer students a chance to honor and embrace their individuality. Currently, our SLCs are working to integrate character building instruction into our academic programs.

Findings	Supporting Evidence
Our SLCs promotes individual recognition and honor students' interests.	SLCs promote recognition and individual pursuance of interests
The Special Education Department, administrator and office personnel strive to ensure that support services and related activities have a direct relationship to student involvement in learning. They accomplish this by carefully studying each student's IEP and evaluating the student's progress toward goals. At each grading period a copy of the student's IEP Report of Progress and Achievement from the current IEP is mailed to the parents and is evaluated by the Special Education teacher. If substantial progress has not been accomplished, the goals will be re-evaluated.	The Special Education Department IEP/Goals/Report of Progress
Outside of the classroom our CBI students are introduced to several arenas of involvement, with possibilities of volunteer work during class time as a requirement for their transitional goals. At present, students are introduced to retail, pet store, senior facility and childcare opportunities. These opportunities are included in the Individual Transition Plan section of the IEP.	CBI Sp. Ed. support staff
RSP teachers co-plan and co-teach at times in general education classrooms, particularly in English and math. We offer a support staff of Special Education assistants, Behavioral Intervention (BI), counselors, school psychologists, and transition specialist.	RSP, BI, Additional Support for championing individual student needs and providing personal services
Our LE teachers are trained in SDAI strategies and work with the EL coordinators and bilingual assistants to provide individual instruction for our various levels of English learners.	LE teachers, SDAI Bilingual assistants EL coordinators
Our AP teachers are all trained by the College Board and design a College Board approved syllabus that guides the curriculum. Additionally, they work with the college office to create programs that promote individual student plans for college and as well as differentiation for enrichment and GATE students. All students have equal access to our AP courses; we follow The College Board guidelines of equity for all.	AP Program GATE
We are piloting a new SAS program this year. To address the needs	SAS program

of our large underserved population of achieving and underachieving gifted students. We hope to provide enriching, differentiated curriculum to engage students and help them to be more invested and challenged in their individual learning. Further, we differentiate lessons for GATE students in both honors and general education settings.	Servicing our underachieving gifted population GATE differentiation
BCCHS teachers design lessons for universal access or multiple learning styles that strive for differentiation based on individual student needs.	BCCHS Curriculum Universal access and design Multiple Learning Styles
Our ninth grade students reading significantly below grade level are scheduled into the Read 180 intervention course. Additionally, ninth grade students who fail Algebra 1A or other academic courses, we offer a seventh period (Twilight) intervention and credit recovery course.	Read 180
BCCHS offers students credit recovery through Aventa Online Learning. The Aventa program allows students to take classes online and move through course material at their own pace. Each student has an online instructor that provides content expertise and a mentor-teacher from BCCHS to monitor their progress. All courses are aligned with state standards and utilize the best practices in educational technology. By using the Aventa Learning program, BCCHS provides a variety of credit recovery courses designed to meet the individual needs of its students.	Aventa Individual Student Credit Recovery
Additionally, a construction technology course is offered to students in need of credits. This course is currently taught through adult school.	Construction technology Course
Teachers host individual tutoring sessions on Tuesday and Thursday mornings. These tutoring sessions are one-on-one time provided for a teacher to specifically address individual learning needs and as previously discussed, help students improve on CFAs.	Teacher Tuesday/ Thursday Tutoring CFA interventions
Our learning center provides extra support to special needs students who require extra support. Additionally, RSP teachers can take groups to this center during class time to provide learning in a smaller group – heterogeneous groups of both Sp. Ed. and GE students who need extra attention and support.	Learning Center Support Services
Our library is available daily an hour before and after school for student use.	Librarian
BCCHS' two Marquees display positive outcomes of our school and at times, recognize individual efforts.	Marquees

Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

Since the inception of the charter, BCCHS has consistently worked to build a staff that is committed to its vision. As a result, approximately, 70% of our current staff has been hired within the last three years. Currently, we are working towards building stronger communication among all stakeholders paying particular attention to the development of greater trust between the administrative staff and the classroom instructional staff. Students, however, have only been affected positively, as all parties have consistently held high expectations for our student body. Students feel comfortable working closely with our teaching, counseling, and administrative staff and according to student survey, feel supported both socio-emotionally and academically.

Findings	Supporting Evidence
Teachers meet in early meetings on Mondays, Wednesdays, and Fridays to collaborate with their departments, SLCs, and/or entire faculty. These meetings deepen the sense of trust, professionalism, and collegiality amongst the staff with the aim at supporting our students.	Monday, Wednesday, and Friday Morning Meetings Departments SLCs Entire Faculty
For the past two years, BCCHS has held a community outreach at a local restaurant. During these events, exceptional teachers are celebrated for their efforts in the classroom and service to our students.	Monthly Teacher Recognition at John O’Groats, Local Restaurant
Instructional support staff hold morning meetings aimed specifically at supporting the needs of our new teachers. This new teacher cadre is a source of support and information for new teachers as well as a way for collegiality and teamwork to build amongst the new staff.	New Teacher cadre
Events are scheduled throughout the year to honor teachers, celebrate school accomplishments, and recognize the efforts of all stakeholders.	Administrative support staff Holiday luncheon, end of year party Morning breakfasts
BCCHS’s administrators demonstrate a commitment to students and the school at large in the following ways: Ensure adherence to school policies to guarantee a safe and welcoming place to learn, recruit, employ and support all staff with focus on student learning and safety, ensure that students are provided high levels of instruction, ensure students have access to a rigorous curriculum, ensure that all students have opportunities to develop socially and emotionally; inform the Board of instructional progress, celebrate student/staff successes, inform parents of school policies, schedule, and achievements, identify and provide professional development.	Teacher Resource Center Resources for staff (parent center) PLC (book discussion/ last year articles) – heterogeneous groups Teachers volunteer morning time (work extra hours and meet outside of school hours, etc). Trust and support between students and teachers

Administrator meeting

Professional development

Anti-bullying campaign (for students)

E3 & E4 – School Culture and Student Support Criterion

E-3 *To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?*

E-4 *To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?*

Even with the current climate of education budget cuts, BCCHS has made our students' health and overall well being a priority. We have a fulltime nurse present during school hours who is always available to our students. Additionally, we have a strong and swift-acting support staff for student advisement and personal counseling. Students in need of additional support are identified through teacher referrals, parent requests, and data analysis from CFAs or CSTs. Though in the past our primary focus has been at-risk students, we are now working towards widening our scope and focusing on universal needs for all students to have equal access to challenging, rigorous academic standards. We hope to achieve this goal with our emerging SAS program, SLC enrichment courses, and AP classes available as well as intervention opportunities available for students.

Findings

BCCHS has a fulltime nurse always accessible to students.

Counselors/School Psychologist refer students/parents to our mental health services. We have two therapists from Hathaway-Sycamores who work on the BCCHS campus, and we have an LCSW, Debra Presser, who comes to BCCHS one day a week to assist our students with their mental health needs and performs this work pro-bono. Psychologist and counselor interns assist the school staff by facilitating counseling groups, performing individual counseling, and crisis intervention. Impact groups are run to assist students with family and drug problems. Upon review of our services, our leadership team decided to pilot a new step before SST in order to offer an initial intervention step where all the teachers meet with a counselor and school psych to discuss a specific student's concerns and brainstorm strategies

Supporting Evidence

Nurse

Hathaway House
SST
Referrals

To support our students' health, we serve free lunch and breakfast for all qualifying title one students.

Title I free lunches

Should a student be absent more than five consecutive days or if there is continued heavy pattern of absences both our academic and dropout prevention counselors will meet with the student to discuss the issue. If further action is warranted, parents will be called or brought in for a conference.

Absences/patterns

BCCHS's College Center is a great resource for students to find out personalized information about colleges. Our college counselor looks at the student's transcripts, discusses student's interests and intent, and helps decide how to create realistic college goals. We have many speakers from various colleges and universities visit the campus, and some alumni also come back to speak with classes about the college experience.

Career and college counseling at the college center

Direct Connections

Indicator: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation service, and psychological and health services or referral services.

Prompt: *How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Since becoming a charter, BCCHS has committed to strengthening its connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services. As previously shown, we offer an array of support services to students that directly affect academic standards and schoolwide learning results. We utilize school data collected either by the school – CFA results, student population and demographics, grades – or by the state – API, CST results to determine how we allocate resources. The allocations are then decided by various departments – mainly course alike groups and SLCs – based on the yearly budget. Occasionally an item must be presented to the board, CEO, and CFO for approval. If an area proves to be an area of need, BCCHS takes action to ensure that proper services are available.

Findings

Our Charter Board and decision-making schoolwide committees provide feedback and suggestions for the allocation of our services and funding for student support. Each committee, subject-matter department, and SLC decides based on data and feedback what student support services are needed to further academic and schoolwide learning needs.

Supporting Evidence

Governing Committees: Charter Board, PTSA, Human Resources, Facilities, Curriculum and Instruction, Student Services, and Advisory Council

BCCHS has an actively involved support staff available to support students' health and academic success. We also have referral systems in place to ensure that the correct support is offered to a student in need. The support staff evaluates the success of its programs by using schoolwide data as well as student and teacher feedback. Then, based on findings, the support staff modifies their

Nurse, Hathaway House, School Psychologist, Counselors, Transition Specialist, Drop-out Prevention Counselor, Impact, SST, Referral process, Title I

approach or program to better service students' needs.

Office

Co-Curricular Activities

Indicator:

To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results? Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services?

Student involvement in learning at BCCHS begins with our SLCs. Students take particular pride in their SLCs and though we do not encourage a competitive attitude among SLCs, nonetheless, the students often engage in a little healthy competition. For example, students design SLC floats for our homecoming and create fundraising activities before and after school – car washes, before and afterschool food sales, etc. We offer specific SLC electives for students to directly get involved in their learning as well. As previously discussed, BCCHS has a variety of academic and non-academic clubs and organizations on campus. The ESLRs and our academic and character standards align in Patriots CARE, which is an acronym that connects school spirit and learning goals – curricular and co-curricular -- to individual classroom curriculum. Our teachers and support staff enhance academic curriculum with character education. Also, our staff advocates and models appropriate ethical and responsible behavior in and out of the classroom. Schoolwide leadership clubs like Knights and Ladies and Leadership encourage students to exhibit responsible citizenry toward their peers. At BCCHS we understand the correlation between achievement and behavior and strive to help our students maintain a positive self-image stressing steps toward individual success. We are currently working to improve academic integrity amongst students with a particular focus on plagiarism.

Findings	Supporting Evidence
ESLRs – Patriot's CARE	ESLRs
C = Critical Thinkers	CFA short constructed student responses
<ul style="list-style-type: none">• Solve problems analytically• Develop intellectual perseverance• Develop solutions to problems using prior and newly accessed knowledge• Evaluation and application of information from all sources	Graduation rate
	Grade 9 to grade 10 matriculation rate
	Dropout rate
A = Academic Achievers	A-G requirement satisfaction rate
<ul style="list-style-type: none">• Make individual progress on California content standards assessments (CSTs)• Pass the California High School Exit Exam (CAHSEE) and graduate from BCCHS• Comprehend all types of written communication• Strengthen academic vocabulary	CAHSEE passage rate
	CAHSEE proficiency rate
	CST – proficient/ advanced rate
	CFA mastery data
	Frequency of use of academic vocabulary
	Twilight School support
	Number of suspensions
R = Responsible Citizens	Tardy Rate
<ul style="list-style-type: none">• Demonstrate ethical and respectful behavior	Attendance Rate

- Show a commitment to caring for the community
- Participate in career opportunities and education beyond high school
- Take responsibility for their actions

Number of college visits (on/off campus)
 Number of college applications
 ROP enrollment
 Licensure programs enrollment

E = Effective Communicators

- Articulate thoughts clearly and effectively through writing, speaking, and multimedia
- Use the conventions of language appropriately and correctly
- Speak with confidence and clarity
- Develop socially appropriate interaction skills

CFA short constructed student responses
 Teacher survey of types of student work and use of multimedia
 Grade level requirements for oral presentations
 Referrals to deans and counselors

SLC specific clubs, electives, activities, and events.

SLC teamwork
 Fundraising and school events
 SLC councils/senate
 SLC specific electives, e.g.,

Many of our school clubs, organizations, and sports require students to maintain a certain GPA, and coaches/teachers regularly check in with students both regarding class performance and overall personal well-being.

School Clubs, Co-curricular Activities and Sports require that students maintain an academic standard. For example, all choir performers and athletes must maintain a 2.0 average to perform. Also to maintain membership in Knights and Ladies and Leadership Club eligibility is required.

Strategies Used for Individual Student Growth/Development

Indicator: Strategies area used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum.*

BCCHS's leadership and staff aim to make our students' high school experience a personal one that caters to individual learning needs and socio-emotional support. Classes are tailored to meet the needs of our GATE, EL,

SPED, and other special populations. We also differentiate using multiple module approaches and strategies; provide for multiple intelligences and accommodate or modify if applicable for different learning styles; and follow IDEA guidelines in our general education classrooms. Outside of the classroom, our campus is designed to allow equal access to all students with physical limitations.

Findings	Supporting Evidence
We offer tutoring on Tuesdays and Thursdays, but we struggle to have students attend. We have noticed improvement in the work of students who do attend. Our Schoolwide CFAs help determine tutoring interventions and learning needs.	Tues/Thur Tutoring, CFA CFA interventions
Struggling or at-risk students are referred for SSTs after teacher-attempted interventions are unsuccessful. If after the SST there are still concerns that warrant action, students are tested and an IEP is determined. We follow IDEA and the education code in all our referral and determination processes.	SSTs/IEPS IDEA/Education Code
Our Resource Specialists, RSP teachers, co-teach English and math classes that are populated with RSP and GE students. They also help to differentiate curriculum and assessments, have one-on-one conferences with students, send home progress reports based on the student's IEP goal, pull out students as needed to work in our Learning Center, and refer students as needed to counselors, school psychologists, and other mental health support staff.	RSP Co-teachers
BCCHS has a great staff of Sp. Ed. and EL paraprofessionals/coordinators to support our students in the classroom.	SPED and EL paraprofessionals EL coordinator/ ESL/ Bilingual paraprofessionals
BCCHS established a schoolwide instructional framework last year. We decided as a staff upon three areas of need, which are 1. System of Individual Student Feedback, 2. Effective Teaching in Every Classroom, and 3. Build background Knowledge for All Students. We are still working on ways to measure effective teaching (i.e., observations, data) as how to provide that most effective student feedback and build background knowledge. We have established department and grade level content vocabulary and are also compiling a schoolwide list of academic vocabulary and testing verbs, e.g., analysis, synthesis, etc. We are using a 6-Step Vocabulary Instructional Model with six different graphic organizers to teach the vocabulary.	Schoolwide Instructional Framework

Student Perceptions

Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
Students are aware of Tuesday and Thursday morning tutoring in	WASC Student Survey

their classes, and most felt that they would use that time if needed. However, few students do actually use this time, and we are not legally able to enforce it. Overall, BCCHS students find their teachers available and accessible before, during, and after school and willing to work with them to achieve the best possible learning result.

Morning Tutoring
Morning/ Lunch/ After School
Teacher Availability

Students find their counselors helpful and available. They believe that they can go to their SLC counselor for support services. They are not aware of all our services offered but believe that their counselors can guide them on the right path or recommend the appropriate services as needed.

Counselors as student advocates
and providers of support services
for students

E-5 Equal Access to Curriculum and Support

What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?

BCCHS offers a challenging, relevant, coherent curriculum to all students. Our master schedule allows for a variety of curricular pathways – from enrichment to intervention to SLC specific target learning. We are always seeking ways to improve this schedule and provide more opportunities for our students. We are aware of the need to expand our foreign language offerings and are currently exploring options available to us.

Findings	Supporting Evidence
The master schedule ensures that all students have access to a curriculum for high school diploma and A-G courses for college acceptance. Additionally, it provides all students access to enrichment opportunities such as advanced placement and Honors courses. Classes are adjusted as numbers of students enrolled in advanced placement or Honors increases or decreases. Students in need of credits for high school graduation can enroll in AVENTA online program or adult school classes offered at our school site. Intervention opportunities are always available to struggling students or students in need of make-up.	A-G courses, college acceptance focus AP, Honors courses AVENTA program for credit recovery Intervention courses – Read 180 and math Twilight School program
Summer school is offered to students who need to repeat English, math, and/or science. Priority is generally given to seniors.	Summer school for intervention/Credit Recovery
Incoming 9th grade students are assessed and placed in appropriate math and English courses. Intervention courses are given to 9th grade students with low math and/or English skills. Students with reading levels at grade 3.9 or below are placed in Read180. Next year there will be 2 tiers: level 1 for Read180 students with a reading level of 3.9 or below and level 2 for students with a reading level of 4.0 - 6.9. Struggling Math students are scheduled into a double block that allows them to complete Algebra 1 by the end of the 9th grade year as well as receive basic arithmetic support.	Diagnostic testing for incoming freshman and course/intervention placement

Additionally, for the Spring semester, we are piloting an after school Twilight program for 9th grade students who failed 2 or more classes in the Fall semester.

Our counselors perform grade checks, graduation checks, and meet with students regularly to discuss student progress. Our college advisor also meets with students individually and in groups regarding college entrance issues including application information and tutorials.

Counselors
Grade and Graduation Checks
Academic Schedule and Goals

The SAS program started this year; we conducted informational meetings, recruited students, accepted applications and identified students this fall, and classes began January 2012. The goal is to address the needs of students who demonstrate the ability to learn at a higher capacity and provide highly motivated students with an accelerated and rigorous curriculum. The current plan is for SAS students to take honors, AP and college courses while at BCCHS, while there will be a recommended pathway, individual student (and parent) decisions about the number and type of both AP and college courses taken will be honored. SAS teachers will work together to coordinate both curriculum and instruction and will receive professional development geared toward meeting the needs of higher achieving and gifted students. An SAS Coordinator position has been designated and budgeted for. The coordinator will

SAS

- organize recruitment,
- communicate with parents,
- collaborate with staff to modify/improve SAS program
- monitor student progress and set-up informational meetings for parents to inform them of student progress
- monitor PD for teachers teaching SAS courses
- collaborate with universities and community colleges for concurrent enrollment
- set-up articulation meetings with middle schools to identify prospective students
- track A-G progress
- track college courses taken
- other duties assigned
- update and maintain SAS webpage

We currently have 76 ninth grade students enrolled in our SAS program. These students were identified using criteria adopted from LAUSD.

AP teachers conduct mock exams to prepare the students for AP exams in May. This practice strengthens students' intellectual perseverance and provides teachers with data regarding student progress.

Practice AP Exams

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Community Participation and Communication with Parents
- Safe, Clean Campus and an Efficient Facilities Staff
- Positive teacher-to-student interactions and atmosphere of guidance and trust

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Work on better strategies to involve parents
- Improve support services for all students
- Maintain an atmosphere of professionalism and trust amongst all faculty members

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL



CHAPTER 5

Action Plan

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

Goal 1				
Develop and implement systematic school wide instructional practices so that students demonstrate higher critical thinking in all content areas.				
Rationale		CST, CAHSEE, CFA data, student writing samples, teacher and department reflection indicates that students:		
		<ul style="list-style-type: none"> • Struggle to think and write with depth and complexity • Lack skills necessary to comprehend challenging texts independently • Demonstrate weakness in problem solving without direct teacher guidance 		
ESLRs		Critical Thinkers, Academic Achievers, Effective Communicators		
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
1a. Provide on-going professional development that assists faculty and staff with consistently providing instruction that accesses higher critical thinking. Topics to include: <ul style="list-style-type: none"> • Assessment writing • Instructional practices • Differentiation • Scaffolding • Effective use of instructional time • Self-selected areas to address Growth Goals (Marzano) 	Instructional Leaders <ul style="list-style-type: none"> • Department Chairs • Instructional Coordinators • Teacher Experts • Administrators Educational Consultants	Professional literature Dedicated time Dedicated funding	California Standards Test(CST)/CAHSEE Data	Ongoing
			Common Formative Assessment (CFA) Data	Fall 2011 – ongoing
			Analysis of student work	Spring 2012 – ongoing
			Professional development evaluations	Spring 2012 – ongoing
			Pre and post professional reflection	Fall 2012 – ongoing
			Feedback from instructional rounds	Fall 2012 – ongoing
			Common Summative Assessment (CSA) Data	Fall 2013 – ongoing
			Course evaluation by students	Spring 2014 – ongoing
			Passage rate by course (after implementation of uniform grading policy)	Fall 2014 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
1b. Provide additional collaboration time for: <ul style="list-style-type: none"> Sharing effective practices Examining student assessment data Developing common assessments Examining student work Developing learning targets in course-alike groups 	Curriculum & Instruction Committee Instructional Leaders <ul style="list-style-type: none"> Department Chairs Instructional Coordinators Teacher Experts Administrators 	Professional literature Collaborative Time <i>Zoom! DataDirector</i> CA Content/Common Core Standards Course Pacing Guides Dedicated Funding	Monitor CST/CAHSEE data Monitor CFA data Monitor CSA data Pre and post professional reflection Course evaluation by students Monitor passage rate by course (after implementation of uniform grading policy)	Ongoing Fall 2011 – ongoing Spring 2013 – ongoing Fall 2012 – ongoing Spring 2014 – ongoing Fall 2014 – ongoing

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
1c. Develop and Implement uniform grading practices that emphasize higher critical thinking and include: <ul style="list-style-type: none"> Use of common rubrics Use of common grading criteria Use of CFAs Use of CSAs 	Department Chairs Teachers Instructional Coordinators Administrators	Professional literature Collaborative Time <i>Zoom! DataDirector</i> CA Content/Common Core Standards Course Pacing Guides Learning Target Data CFAs/CSAs Data Dedicated Funding	Common Rubrics Common grading criteria – school wide and course specific Monitor passage rate by course	School year 2013-2014 School year 2013-2014 Fall 2014 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

<div> <div>Goal 2</div> <div>Develop and implement a school wide vocabulary program that accesses students' background knowledge to increase understanding, retention and application of curriculum in all content areas.</div> </div>				
<div> <div>Rationale</div> <div>ESLRs</div> </div>		<div> <div>CST, CAHSEE, CFA data, student writing samples, teacher and department reflection indicates that students:</div> <ul style="list-style-type: none"> • Demonstrate limited ability to understand and use essential content vocabulary • Demonstrate limited ability to understand and use essential general academic vocabulary <div>Critical Thinkers, Academic Achievers, Effective Communicators</div> </div>		
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
2a. Identify academic terms for all courses	<div>Course-alike teachers</div> <div>Department chairs</div> <div>Administrators</div>	<div>CA content/common core standards</div> <div>Content textbooks</div>	Vocabulary lists	Fall 2011- ongoing

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
2b. Identify school wide vocabulary strategies and provide applicable professional development for their implementation	<div>Instructional Leaders</div> <ul style="list-style-type: none"> • Department Chairs • Instructional Coordinators • Administrators 	<div>Professional literature</div> <div>CA content/common core standards</div> <div>Content textbooks</div> <div>Collaborative time</div> <div>Dedicated funding</div>	<div>Classroom observations</div> <div>Pre and post professional reflection</div> <div>Monitor CFA data</div> <div>Monitor CST/CAHSEE data</div>	<div>November 2011 – ongoing</div> <div>Spring 2012 – ongoing</div> <div>Fall 2012 – ongoing</div> <div>Fall 2012 – ongoing</div>

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

<div> <div>Goal 3</div> <div>Implement policies and programs to increase students' knowledge and understanding of the skills, requirements, and planning necessary to pursue post-secondary opportunities.</div> </div>				
<div> <div>Rationale</div> <div>EAP data, A-G course completion, graduation rate, and enrollment in post-secondary education data indicates that: <ul style="list-style-type: none"> The number of students qualified to apply for post-secondary education is less than desired The number of qualified students applying for admission to post-secondary education is less than desired Students are not considering and/or pursuing all post-secondary options </div> </div>				
<div> <div>ESLRs</div> <div>Critical Thinkers, Academic Achievers, Responsible Citizens, Effective Communicators</div> </div>				
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
3a. Develop and implement school wide computer literacy program to develop skills and knowledge necessary to become competitive in the 21 st century workforce.	Joint Leadership Team <ul style="list-style-type: none"> Department Chairs SLC Lead Teachers Administrators Teachers	Computer literacy software	Monitor passage rate on computer literacy test of 9 th grade students (graduation requirement)	Spring 2012
		Up-to-date software		
		Computers	Demonstrated computer knowledge of faculty	Fall 2012
		Dedicated classrooms		
		Teaching personnel	Computer literacy program by grade level	Fall 2012 – ongoing
		Professional development for teachers	Establishment of computer labs	Fall 2012 – ongoing
		Dedicated funding – BCCHS funds + grant money	Monitor percentage of students who have met graduation requirement by end of senior year (100% expected)	Spring 2015
		Time		
		Counselors		
		SLC Clerical Staff		

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
3b. Establish partnerships with post-secondary educational institutions and community businesses to: <ul style="list-style-type: none"> Expose students to real world career experiences (job shadowing and internships) Provide students with information and guidance regarding preparation for post-secondary goals Provide students with business and educational contacts to assist in pursuing post-secondary goals 	Career Advisor/Internship Coordinator	Dedicated Funding	Establishment of Career Advisor/Internship Coordinator	Fall 2012
	College Advisor	Dedicated Space		
	SLC Lead Teachers	Counselors	Data from Individualized Graduation and Post-Secondary Plan (IGPSP)	2012-2013 School year – ongoing
	Administrators	College Advisor		
		Career Advisor/Internship Coordinator	Establishment of Post-Secondary Center	Spring 2013
		Post-secondary educational institutions	Monitor number of qualified seniors applying to post-secondary educational institutions	Spring 2013 – ongoing
		Community businesses		
		Career and college planning literature	Monitor number of students participating in job shadowing/internships	Fall 2013 – ongoing
		Individualized Graduation and Post-Secondary Plan (IGPSP)		
		Post-Secondary Student Survey	Data from Post-Secondary Student Survey (end of 11 th grade)	Spring 2014 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
3c. Identify the following groups of students and provide differentiated post-secondary planning support to: <ul style="list-style-type: none"> Capable students in low performing subgroups Accelerated learners – Freshman Academy focus Low performing students Developing (mid-range) students 	SLC Lead Teachers	Middle School counselors	Compare EAP data year to year	Spring 2012 – ongoing
	Bilingual Coordinator	High School teachers	Compare graduation rates year to year	Fall 2012 – ongoing
	Special Education Coordinator/Administrator	High School counselors	Monitor SAS enrollment and college course completion data	Fall 2012 – ongoing
	College Advisor	Parents	Monitor number of students applying to post-secondary educational institutions	Fall 2012 – ongoing
	Career Advisor/Internship Coordinator	CST data	Monitor number of students admitted to post-secondary educational institutions	Fall 2012 – ongoing
	Teachers	CFA data	Monitor number of students completing A-G requirements	Fall 2012 – ongoing
	Administrators	EAP data	Monitor college entrance exams (SAT/ACT) data <ul style="list-style-type: none"> Participation Scores Waiver applications 	Fall 2012 – ongoing
	School for Advanced Studies (SAS) Advisor	SAT/ACT data	Data from Individualized Graduation and Post-Secondary Plan (IGPSP)	2012-2013 School year – ongoing
		SAS data	Monitor number of students participating in job shadowing/internships	Fall 2013 – ongoing
		A-G completion data	Data from Post-Secondary Student Survey (end of 11 th)	Spring 2014 – ongoing
		Graduation rate data		
		Post-Secondary partners		
		Community Business partners		
		Professional literature		

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

Goal 4				
Implement policies and programs to increase awareness of civic and ethical responsibility, and promote positive school and community interactions school wide.				
Rationale		<ul style="list-style-type: none"> • Little participation in community/civic programs • Minimal participation in school honor, service, and charitable groups/activities • Disciplinary referrals and actions are higher than desired 		
ESLRs		Critical Thinkers, Responsible Citizens, Effective Communicators		
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
4a. Develop and implement a civic responsibility program that encourages our students to serve community and charitable organizations	Joint-Leadership Team Teachers Administrators	Counselors	Establish school wide civic responsibility guidelines	Fall 2012
		SLC Clerical Staff		
		Community business partners	Monitor student involvement at the SLC level	Fall 2012 – ongoing
		School service groups	Monitor participation in school honor, service and charitable groups/activities	Fall 2012 – ongoing
		Charitable organizations		
		BCCHS Board members	Amend BCCHS' graduation requirements to include a civic responsibility component	Fall 2013
		Dedicated time	Monitor staff participation in the civic responsibility program	Fall 2013 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
4b. Continue to develop and implement programs that promote positive interactions between all stakeholders	Student Services Committee All stakeholders	Safe & Civil Schools program	Recognize students' success, e.g.:	Ongoing
		Dedicated funding	<ul style="list-style-type: none"> Improved attendance Honor roll CAHSEE passage 	
		School service groups		
		Community organizations/agencies	Monitor and assess the number and effectiveness of new and ongoing programs	June 2012 – ongoing
		Parents		
		Counselor	Monitor staff participation in Safe & Civil Schools program	Fall 2012 – ongoing
		Deans	Monitor number of suspensions/expulsions quarterly	Fall 2012 – ongoing
		Teachers		
		Administrators	Monitor the number and type of disciplinary referrals	Fall 2012 – ongoing
		Classified staff		
		Dedicated time		

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL



Appendices

Birmingham Community Charter High School

Individualized Graduation and Post Secondary Plan

Name _____ DOB _____ SLC _____

Promotion Credits: 10th= 55 11th= 110 12th= 170 To graduate= 230

BCCHS Graduation Requirements:

A. Social Studies (30)

(2 years for UC/CSU)

World Hist A (H/AP) _____

World Hist B (H/AP) _____

U.S. Hist A (H/AP) _____

U.S. Hist B (H/AP) _____

Gov't (AP) _____

Economics (H) _____

Electives (75)

A _____ B _____

A _____ B _____

A _____ B _____

A _____ B _____

A _____ B _____

A _____ B _____

A _____ B _____

A _____ B _____

B. English (40)

Eng 9A (H) _____

Eng 9B (H) _____

Eng 10A (H) _____

Eng 10B (H) _____

Amer Lit (H) _____

Cont Comp (H) _____

ERWC A _____

ERWC B _____

Physical Education (20)

Health (5) _____

Applied Tech (10)

A _____

B _____

C. Mathematics (20)

(3 years for UC/CSU)

Algebra 1A (H) _____

Algebra 1B (H) _____

Algebra 2A (H) _____

Algebra 2B (H) _____

Geometry A (H) _____

Geometry B (H) _____

CAHSEE- English _____

CAHSEE- Math _____

Computer Literacy _____

D. Science (20)

Biology A (H) _____

Biology B (H) _____

Chem/ Phys Sci A (H) _____

Chem/ Phys Sci B (H) _____

E. Foreign Language

(2 years, 3 recommended)

**Not a graduation requirement

1A _____ 1B _____ 2A _____ 2B _____

3A or AP _____ 3B or AP _____

F. Visual & Performing Arts (10)

_____ A _____ B _____

G. College Prep Courses

_____ A _____ B _____

_____ A _____ B _____

_____ A _____ B _____

_____ A _____ B _____

_____ A _____ B _____

_____ A _____ B _____

_____ A _____ B _____

_____ A _____ B _____

California State University and University of California Minimum Admission Requirements

<u>Subject</u>	<u>UC</u>	<u>CSU</u>
English	4 years	4 years
History	2 years	2 years
Math	3 years*	3 years
Foreign Lang	2 years*	2 years
Lab Science	2 years*	2 years
V&P Arts	1 year	1 year
Prep Electives	1 year	1 year

Electives may include additional semesters of Foreign Language, Science, Math, and English, as well as Visual and Performing Arts or Computer Science.

*An additional year in each is recommended.

Completed Credits:

9: _____	Summer: _____	Total: _____
10: _____	Summer: _____	Total: _____
11: _____	Summer: _____	Total: _____
12: _____		

9th Meeting Date: _____ RIASEC _____ PSAT _____

Post High School plans: Community _____ 4 Year University (UC _____ CSU _____ Private) _____
Vocational _____ Military _____ Unknown _____

Career Goal/ Interest: _____

10th Meeting Date: _____ PSAT _____ SAT _____

Post High School plans: Community _____ 4 Year University (UC _____ CSU _____ Private) _____
Vocational _____ Military _____ Unknown _____

Career Goal/ Interest: _____

11th Meeting Date: _____ RIASEC _____ PSAT _____ SAT _____

Post High School plans: Community _____ 4 Year University (UC _____ CSU _____ Private) _____
Vocational _____ Military _____ Unknown _____

Career Goal/ Interest: _____

12th Meeting Date: _____ SAT _____ ACT _____

Post High School plans: Community _____ 4 Year University (UC _____ CSU _____ Private) _____
Vocational _____ Military _____ Unknown _____

Career Goal/ Interest: _____

**BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL
2011-2012 A-G GRADUATION AND MINIMUM REQUIREMENTS**

SUBJECT	GRADUATION FROM BCCHS (230 credits)	UNIVERSITY OF CALIFORNIA	CALIFORNIA STATE UNIVERSITY
(A) SOCIAL STUDIES	30 CREDITS	20 CREDITS (MORE RECOMMENDED)	20 CREDITS (MORE RECOMMENDED)
(B) ENGLISH	40 CREDITS	40 CREDITS	40 CREDITS
(C) MATHEMATICS	20 CREDITS	30 CREDITS	30 CREDITS
(D) LAB SCIENCE	20 CREDITS	20 CREDITS (MORE RECOMMENDED)	20 CREDITS (MORE RECOMMENDED)
(E) FOREIGN LANGUAGE		20 CREDITS SAME LANG (MORE RECOMMENDED)	20 CREDITS SAME LANG (MORE RECOMMENDED)
(F) VISUAL/ PERFORMING ARTS	10 CREDITS	10 CREDITS – SAME CLASS (A+B)	10 CREDITS – SAME CLASS (A+B)
(G) ELECTIVES	70 CREDITS	10 CREDITS OR MORE ACADEMIC ELECTIVES	10 CREDITS OR MORE ACADEMIC ELECTIVES
APPLIED TECHNOLOGY	10 CREDITS		
PHYSICAL EDUCATION	20 CREDITS		
HEALTH	5 CREDITS		
COMPUTER LITERACY	DEMONSTRATE		
ASSESSMENTS	CALIFORNIA HIGH SCHOOL EXIT EXAM	SAT REASONING TEST OR ACT PLUS WRITING (SAT SUBJECT TESTS OPTIONAL)	SAT REASONING TEST OR ACT PLUS WRITING

Note: The passing grade for BCCHS is D, but the passing grade for the UC, Cal State, and most Private College systems is C. All A-G requirements must be satisfied with a C or better. If you earn a D or F in any A-G class, the class must be repeated. The new grade replaces the D or F.

