

School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Birmingham Community Charter High School	19647331931047	5/18/21	5/25/21

## Purpose and Description

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

The purpose of this plan is to document the identified needs, goals, annual measurable outcomes, actions, and funds designated to address the existing achievement gap amongst Birmingham's student body. Birmingham intends to address those achievement gaps by focusing on five (5) goals in this SPSA, which address the schoolwide and subgroup deficiencies in academic performance and other CA Dashboard indicators relating to college and career readiness, chronic absenteeism and parent engagement. These goals represent the continuing alignment of goals and actions of the SPSA with Birmingham's LCAP, Learning Continuity and Attendance Plan, WASC report and Oversight Report addressed to our charter issuer, LAUSD.

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

Birmingham has focused efforts to move schoolwide SBAC proficiency in math and increase SBAC proficiency for select subgroups in ELA including English Learners (ELs), Students with Disabilities (SWDs). During 20-21, the school revised its value statements to reaffirm our focus on each student and on supporting and strengthening our community as a whole and. The five goals discussed in this plan reflect the belief that student academic success depends on data-driven strategy of curriculum development coupled with appropriate instructional techniques that address student unique learning needs vis a vis Maslow's Hierarchy of Needs. The school's approach to engagement and intervention is based on a continual consideration of student progress according to Bloom's Taxonomy of Learning. The school has a systemic approach to data collection and analysis. BCCHS is leveraging existing systems and programs to provide increased support to students.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

During the planning process, the school consulted with various stakeholder groups and advisory councils utilizing a data-based decision making process. Although SBAC testing was suspended during the 19-20 school year, we utilized other CA Dashboard state metrics and local indicators to assess student needs and revise programs and strategies. The school also built a data mining system so that immediate trends in student performance and attendance could be identified, assessed and addressed with modification of the annual plan. In addition, the school uses additional assessment tools to track student progress in English and math. Other monitoring tools are used including the UC Transcript Evaluation System has also been retained to determine progress toward graduation goals. All of this data is shared through various meetings, orientations and workshops. In addition to the beginning of year Title I Annual meeting where last year's performance results are reviewed along with LCAP, WASC and School Plan goals, during School Site Council (SSC) and English Learner's Advisory Council (ELAC) meetings, school metrics and areas of identified needs are presented as part of the annual cycle of review, assessment, and planning. School Site Council held ten monthly meetings and ELAC held four meetings. Administration meets weekly, the LCAP planning team meets at least monthly while the ILT (Instructional Leadership Team), and MTSS Committee meet monthly during which school performance indicators were reviewed and strategies and programs were adjusted. During faculty meetings performance data is reviewed and assessed. Administration holds frequent meetings with student leadership and parent groups to provide updates on school operations and policies and to solicit feedback and address concerns. The school also includes extensive use of surveys to receive feedback and identify target areas for improvement. The school also uses a home-to-school communication platform to facilitate real time delivery of information in each student's home language.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1

Increase proficiency in English for subgroups: Current ELs and SWDs

### Identified Need

Dashboard indicator results for FY 18-19 indicate ELs and SWDs are in the Orange performance range. In 19-20, ELs moved to the Red color while SWDs remained in the Orange range.

### Root Causes for Decline in English Learner Performance

- 1 We are receiving English learners from our feeder schools at significantly lower proficiency levels than the state average.
  - For the SY2017-18, the average scale score for an incoming 8<sup>th</sup> grade English learner at the state level is 2448.4 – a distance of only 134.6 points from standard.
    - In contrast, for the SY2017-18, the approximate average scale score for an incoming 8<sup>th</sup> grader English learner at BCCHS is 2289.4 – a distance of 293.6 points from standard.
  - For the SY2018-19, the average scale score for an incoming 8<sup>th</sup> grader English learner at the state level is 2451.7 – a distance of only 131.3 points from standard.
    - In contrast, for the SY2017-18, the approximate average scale score for an incoming 8<sup>th</sup> grader English learner at BCCHS is 2401.1 – a distance of 181.9 points from standard.
- 2 We received **no** English learners in the fall of 2014 or 2015 who met or exceeded the standard in ELA.
- 3 We are receiving a consistently high percentage (over 95%) of long-term English learners from feeder schools who have not met the standard in ELA in grade 8.
- 4 82% of the grade 11 EL students (as defined by the CA Dashboard) who took the CAASPP in 2019 were LTELs.
- 5 78% of the grade 11 EL students (as defined by the CA Dashboard) who took the CAASPP in 2018 were LTELs.

It is important to note that not every subcategory within the EL as a whole subgroup as defined by the CA Dashboard experienced a decline. In fact, the Current EL population as defined by the CA Dashboard increased by 20.6 points in the SY2018-19. However, reclassified EL students as defined by the CA Dashboard decreased by 14 points and English Learners as a whole declined by 10 points.

### Root Cause Analysis for SWDs:

- Students are entering BCCHS with significant deficits in their ELA performance (SDC numbers and ELA scores from 8<sup>th</sup> grade)
- SWDs have low Lexile scores, especially students in segregated SDC classes.
- SWDs in SDC classes have limited access to content experts and do not receive the same quality of rigorous academic instruction as their General Education peers.

- Instructional practices are not being designed to provide equitable access for SWDs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA SBAC Schoolwide (11th graders)	18-19: 31.2 pts above standard. Decreased 13 points.	20-21: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score
CA Dashboard: ELA SBAC for Current EL Subgroup	18-19: 110.1 pts below standard. Increased 28.5 points.	20-21: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score
CA Dashboard: ELA SBAC for SWD Subgroup	18-19: 53.9 pts below standard. Increased 7.4 points.	20-21: 5% increase in students that receive “Standard Met” OR 10 pt. improvement in average/mean scale score
10th Grade Target	21-22: Establish baseline using AB1505 assessments	
9th Grade Target	21-22: Establish baseline using AB1505 assessments	
English Learner Progress: Making progress towards EL proficiency on the ELPAC	18-19: 57.1% making progress	20-21: Increase to 60%
Reclassification Rate	19-20: 16.1%	20-21: Increase to 20%.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

### Strategy/Activity

ELs receive specialized SBAC prep modules and instruction. (Extra pay for English teachers.)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1,681

Supplemental & Concentration

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

ELs receive specialized ELPAC prep modules and instruction. (Extra pay for English teachers.)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$566

Supplemental & Concentration

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

ELL1 and 2 students receive primary language support in ELL, math, science, and social studies from bilingual aides/paraprofessionals.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$257,598	Supplemental & Concentration
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## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

Bilingual tutoring offered every school day in all content areas to all EL students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost is captured in Goal 1 Strategy 3

Supplemental & Concentration

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

All ELs are enrolled in an ELD class (exceptions made for seniors who need an additional core content class in their schedule).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$643,570

Supplemental & Concentration

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

Supplemental visual aids, readers, and consumables provided for ELL and LTEL students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$24,677

Supplemental & Concentration

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

ELL 1A and 1B class size is kept at a low student to teacher ratio of 18:1 or less.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost is captured in Goal 1, Strategy 5

Supplemental & Concentration

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

Provide full-time EL Coordinator to address the needs of students, parents, and EL teachers. Provide student supplies and supports pursuant to McKinney-Vento Act.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$119,503

Supplemental & Concentration

\$ 3,000

Title I, Part A

## **Strategy/Activity 9**

### **Students to be Served by this Strategy/Activity**

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

Provide full-time EL Liaison to address the needs of students and parents.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$77,284

Supplemental & Concentration

## **Strategy/Activity 10**

### **Students to be Served by this Strategy/Activity**

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

Purchased additional teacher's editions, texts, and materials for ELL programs.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost is captured in Goal 1 Strategy 6

Supplemental & Concentration

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

Current English Learners (as defined by CA Dashboard)

Strategy/Activity

Monitoring of grades and attendance of individual EL students by EL team (administrator, coordinator, liaison and bilingual aides). Response to poor attendance includes tutoring, home visits, on-campus assistance at acculturation center, and technology equipment and assistance.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost is captured in Goal 1 strategy 8, 9 and 3

Supplemental & Concentration

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

**In both English and Math classes**, implement full inclusion for incoming 9<sup>th</sup> grade SDC students with reduced class size (max 25 students) and staffed with a general education teacher, special education

teacher, and paraprofessional to ensure access to rigorous, grade-level curriculum. (Therefore, Special Day Classes have been eliminated in 9<sup>th</sup> grade.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$514,856

SPED state funding (AB602)

### **Strategy/Activity 13**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

**For both ELA and Math classes**, partner with CSUN Center for Teaching and Learning to provide guidance, professional development and support for co-teaching teams to support inclusion programs and co-teaching model.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$151,000

Supplemental & Concentration

\$15,000

SPED state funding (AB602)

### **Strategy/Activity 14**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

Track student Lexile scores to determine reading growth. Baseline and growth targets to be determined.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$61,005

Supplemental & Concentration

### **Strategy/Activity 15**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

Develop reading lab classes to support SWDs with significant deficits in reading performance.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$10,000

SPED state funding (AB602)

### **Strategy/Activity 16**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

Provide collaborative planning time for co-teaching teams during Summer.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$46,150	SPED state funding (AB602)

## Strategy/Activity 17

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

Extra duty time for teachers to plan and attend professional development.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,500	Supplemental & Concentration

## Strategy/Activity 18

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

Auxiliaries to cover lower class size in Biology.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$44,905	CARES Act

## Strategy/Activity 19

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

For both ELA and math, staff Summer School ELA and math classes with paraprofessionals. (Paid with SELPA money.)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$45,000	STEP Grant
\$5,000	Supplemental & Concentration

## Strategy/Activity 20

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

For both ELA and math classes, during Summer, provide collaboration planning time for co-teaching teams

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$44,000	CARES Act

# Goal 1 Annual Review

**SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

Overall implementation of the strategies/activities proceeded as planned. Adjustments were made after the pandemic caused the shutdown of in-person instruction during March 2020. All instruction became remote. Additional actions were taken to provide support to students, particularly ELs and SWDs. Coordinators, teachers and paraprofessionals reached out to individual students. Increased communication using email and Google Classroom increased. With the suspension of testing during Spring 2020, SBAC and ELPAC data was not available. Overall effectiveness of the EL program is evident in the EL reclassification rate as it has remained above LAUSD, LA County, and California state results for the last two years.

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

The pandemic shutdown has had an impact on all aspects of student achievement. Any changes to the strategies and activities relating to addressing EL and SWD learning needs will be determined upon receipt and analysis of performance data from the 20-21 school year. In March 2020, when the school was closed due to the COVID shutdown, students were attending classes on a 2x8 period alternating block. It soon became clear that it was difficult for students to manage 8 classes in a distance learning situation. For Fall 2020 semester, the school adjusted its 2x8 period alternating block format to a 2x6 period alternating block to address the challenges observed during the previous semester. Online class periods were slightly reduced from 88 minutes to 80 minutes with the requirement that at least 40 minutes of the 80 minutes must be synchronous online instructions. A return to the 2x8 period format with 88 minute classes is anticipated once there is a return to full-time, on-campus instruction. Curriculum and classes remained intact with increased support including expanded tutoring opportunities during the school day, continued use of bilingual aides and paraprofessionals supporting teachers during remote instruction, and continued use of the co-teaching model for classes that include SWDs. SpEd Coordinator met 1-on-1 with SWD students and provided learning packets for individual students upon request. Teachers established Zoom office hours. PD was increased to address the steep learning curve that many teachers faced when Distance-Learning began in earnest in Fall 2020. A teacher-led Technology Committee was established which includes a dedicated support person for each department. The school's Educational Technology Coordinator increased resources available on our website for staff and student needs, posted video tutorials, and scheduled Zoom workshops for teachers. Supplemental technology was distributed to students. Staffing of the IT Help Desk increased, including Spanish-speaking support, to help staff, students, and families. Once permitted by the health department, small cohorts of ELs and SWDs were brought on campus and grade-level seminar

classes were added in Spring 2021 to assist students most at-risk. We are currently analyzing the data to determine the extent of the learning loss due to the shutdown.

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

Currently, the school is analyzing data, including local indicators and ELPAC scores, to determine the extent of the learning loss due to the shutdown. Once available, 20-21 SBAC data will also be used to determine any changes to this plan. Pursuant to AB 1505 requirements for charters, Birmingham will also be retaining a vendor to track performance data in English, math, and science.

## Goal 2

Increase proficiency in Math school wide and subgroups: Current ELs and SWDs

### Identified Need

Dashboard indicator results for FY 18-19 indicate all students were in the Yellow performance range with ELs and SWDs in the Orange performance range. In 19-20, all students moved to the Green level and SWDs moved to the Red range while ELs remained in the Orange range.

Root Cause Analysis: Nearly 75% of incoming students have deficits in their Math performance. More specifically, both 100% of incoming ELs and SWDs are performing below grade level in Math in 8<sup>th</sup> grade. In middle school, SWDs in SDC classes have limited access to content experts and do not receive the same quality of rigorous academic instruction compared to their general education peers. Furthermore, SWDs are not provided with equitable access to curriculum due to the lack of appropriate instructional practices. The inconsistencies relating to a lack of rigorous curriculum and the clustering of SWDs into traditional SpEd classes in middle school has not been effective. Additionally, ELs with less than four years in the US have gaps in school and minimal to no foundational level of math skills.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Math SBAC for All Students (11th graders)	18-19: 55.4 pts below standard. Increased 11.9 pts.	20-21: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
CA Dashboard: Math SBAC for ELs	18-19: 146.5 pts below standard. Increased 25 pts.	20-21: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
CA Dashboard: Math SBAC for SWDs	18-19: 157.6 pts below standard. Maintained 2.4 pts.	20-21: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
10th Grade Target	21-22: Establish baseline using AB1505 assessments.	
9th Grade Target	21-22: Establish baseline using AB1505 assessments.	

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Continue partnership with CSUN Center for Teaching and Learning (4<sup>th</sup> year of partnership; 3<sup>rd</sup> year of curriculum development). Strategy includes modifying and developing course-level curriculum and providing coaching and biweekly mentoring focusing on Algebra 1 and Algebra 2. Fully integrate SpEd math teachers to course level cohorts.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Cost is captured in Goal 1 strategy 14	Supplemental & Concentration
Cost is captured in Goal 1 strategy 14	SPED state funding (AB602)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners and Students with Disabilities

### Strategy/Activity

Piloting *Dreambox* online tool to increase foundational level skills, specifically for intervention students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$25,000

Supplemental & Concentration

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide after-school tutoring.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$88,000

Title I, Part A

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Providing credit recovery math classes during the school day.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$64,357

Supplemental & Concentration

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Providing credit recovery for Algebra 1 embedded in Algebra 2 completion.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost captured in salaries of Algebra 2 teachers

Base Grant Funding; Supplemental & Concentration

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

During Summer, provide collaborative planning time for co-teaching teams during the Summer (both ELA and Math).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost is captured in Goal 1 Strategy 20

CARES Act

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

Provide 4x weekly tutoring by paraprofessionals during the school day.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$208,257

SPED state funding (AB602)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

Case managers (RSP teachers) offer office hours and Google Classroom to students during the school day.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$203,054

SPED state funding (AB602)

# Goal 2 Annual Review

**SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

As discussed in the Analysis for Goal 1, overall implementation of the strategies/activities proceeded as planned. Adjustments were made after the pandemic caused the shutdown of in-person instruction during March 2020. All instruction became remote. With the suspension of testing during Spring 2020, SBAC data is not available. Overall effectiveness of the Math program is evident in the increase of schoolwide SBAC proficiency for the 18-19 school year.

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

In addition to the discussion regarding changes in school instructional strategies in Goal 1, students received supplemental technical equipment that allows for direct math practice, tutoring was stepped up, and the math department worked with CSUN Center for Learning to make adjustments in curriculum and delivery to reflect the challenges of remote instruction. During Summer 2021, the partnership with CSUN will be expanded to include curriculum redesign of Geometry.

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

Currently, the school is analyzing data to determine the extent of the learning loss due to the shutdown. Once available, 20-21 SBAC data will also be used to determine any changes to this plan. Pursuant to AB 1505 requirements for charters, Birmingham will also be retaining a vendor to track performance data. Initial UC/TES monitoring data is being released and the master schedule will be adjusted to accommodate those students who are not achieving in **both English and math**. Additional tutoring and supports will be provided to ELs and SWDs in class and after school.

## Goal 3

Increase College and Career Readiness: White, ELs, SWDs, and Homeless Youth subgroups.

### Identified Need

Dashboard indicator results for FY 19-20 indicate that all students are in the Green performance rate; however, the White, EL, and SWD subgroups are in the Orange range.

Dashboard indicator results for FY 19-20 indicate a Graduation Rate of 92.6%, with all students in the Green performance range; however, the following subgroups are of concern:

- White subgroup is in the Orange range with an 89.6% grad rate and a 3.4% decline
- ELs are in the Yellow range with a 68% grad rate (but a 9% increase)
- SWDs have an 82.6% grade rate
- Homeless have an 82.4% grad rate.

Root Cause Analysis: Birmingham receives a large number of incoming and newly enrolled students who do not demonstrate grade level proficiency in English, math or science. The lack of proficiency in math is a particularly challenging barrier. In addition, we are also receiving a larger number of students with limited or interrupted formal education which poses an even greater challenge than students who arrive with only grade level gaps in instruction. As an independent charter, we often do not receive records and test scores for incoming students in a timely manner which hampers our ability to adequately serve students upon their arrival to our school. Birmingham is taking action to pursue strategies and actions to increase course completion in all A-G categories. Specific strategies and actions to increase course completion in math are included in the Goal 2 section of this plan.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: College Career Indicator	18-19: 52.1%. Increased 3.4%.	20-21: 60%
Graduation Rate schoolwide and for subgroups: White ELs SWDs Homeless Youth.	19-20: 93.2% White: 89.6% ELs: 68% SWDs: 82.6% Homeless: 82.4%	20-21: 95% White: 90% ELs: 70% SWDs: 85% Homeless: 85%
A-G Completion Rate Schoolwide	19-20: 62.4%	20-21: 68%
A-G Completion Rate by Grade-level	For Fall 2020 Only: Determining baseline since this is the first year using the UC/TES.	

A-G Math Grade-level Benchmarks (Cs or better): 9 <sup>th</sup> ; 10 <sup>th</sup> ; 11 <sup>th</sup> graders	9 <sup>th</sup> graders who have completed Algebra 1 or higher by year end; 10 <sup>th</sup> graders who have completed Geometry or higher at year end; 11 <sup>th</sup> graders who have completed Algebra 2 or higher at year end.	
MOVE TO MATH		

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Adoption of a Grade Level Academy (GLA) structure that supports students and includes a dedicated administrator, dean, PSW, counselors and GLA clerk

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2,113,009

Supplemental & Concentration

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Campaign to inform both students and parents about A-G graduation requirements. Activities include: twice yearly individual grad checks (organized by A-G sequence), classroom presentations, GLA college knowledge nights, presentations to ELAC, Coffee with College Counselors, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost captured in Goal 3 Strategy 3

Title I, Part A

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$ 457,857

Title I, Part A

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Adoption of Naviance, a college and career readiness technology platform, to track college applications and provide students with college and career guided workshops.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$12,045	Supplemental & Concentration
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## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,653	Supplemental & Concentration

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Providing a comprehensive CTE program with nine (9) industry pathways.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,491,739	CTE

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Articulation agreements between CTE pathways and various community colleges.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost captured in Goal 3 Strategy 6

CTE

Cost captured in Goal 3 Strategy 3

Title I, Part A

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Increase in dual enrollment availability with on-site course offerings.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost captured in Goal 3 Strategy 3

Title I, Part A

Cost captured in Goal 3 Strategy 15

Supplemental and Concentration

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Expanding math course offerings for seniors: AP Calculus AB; AP Calculus BC; AP Computer Science AB; Honors Pre-Calculus; Discrete Math; Statistics and probability; and AP Statistics.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$89,810

Supplemental and Concentration

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide A-G course offerings in Introduction to Data Science and Algebra/Trig to prepare students for college math.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$154,158

Supplemental and Concentration

[Add Amount(s) here]

[Add source(s) here]

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Summer school credit recovery program - June 2021 session (FY 20-21).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$344,000

Title I, Part A

### **Strategy/Activity 11-A**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

15% carryover to fund Summer school credit recovery program - July 2021 session (FY 21-22).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$180,000

Title I, Part A

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Accelerate Online Learning credit recovery program during school day and summer school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$80,000

CARES Act

\$22,500

Title I, Part A

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

Tier 2 Grade level seminar classes for students struggling in the distance learning structure.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$50,000

CARES Act

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Multi-tiered System of Support (MTSS) Committee is composed of all 4 grade level academy teams and makes data-based decisions to address emerging challenges. Students on each grade level and subgroup are identified for Tier 2 and 3 interventions. The committee meets every 3 weeks. This is supplemented by additional MTSS grade-level team meetings.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost is captured in Goal 3 Strategies 1 and 3

Supplemental & Concentration

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

SAS Students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$7,500

Supplemental & Concentration

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

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

African-American Students

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$

# Goal 3 Annual Review

**SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

In order to increase College and Career Readiness, a multi-pronged approach has been implemented. The strategy addresses three major goals: educating students and families about graduation and college admission requirements, increasing opportunities to fulfill A-G requirements, and providing CCR counseling that extends from ninth to twelfth grade. This entails adoption of the Naviance planning platform, adoption of UC's TES system, individual counseling meetings, grade-level workshops and informational meetings for families, aligning the school's curriculum that meets UC/CSU A-G requirements, increasing both AP and other higher academic levels course offerings, expanding CTE programs, and staffing the college center to serve students all with unique talents and challenges. To address the needs of at-risk students, a comprehensive response exists to address their academic and social-emotional needs that includes a data-driven MTSS program, credit recovery, tutoring, and extensive mental health services.

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

Due to the campus shutdown, all counselors have been assigned Google Voice phone numbers. Meetings and activities have moved to a virtual format. College and academic counselors established virtual office hours. The college counseling office utilizes social media to reach out to students. Schoolwide and grade level MTSS groups meet regularly and adjust strategies and actions based on continually updated performance data. Originally, the Title I budget allocated funds to cover Tier 2 and 3 tutoring at historic, pre-COVID levels. Funds have been reallocated to cover the additional, anticipated costs for credit recovery. Funds have been put aside in anticipation of much higher levels of Summer school enrollment during June 2021. An additional Summer School session is planned for July 2021 (21-22 fiscal school year), and Birmingham is rolling over funds in the Title I budget to cover the additional costs associated with this second session.

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

Schoolwide metrics for A-G completion, AP enrollment and passage rates, CTE completion, and graduation rate have been increasing in the last several years. Continued efforts to improve these rates for subgroups, specifically ELs and SWDs, continue to be a focus. Increased collaboration between the college counseling center and the EL and SWD departments is expected. In 21-22,

staffing includes adding one additional academic counselor. A fourth PSW may also be hired. The initial results of the UC/TES monitoring system are being released and the master schedule will be adjusted to include additional grade-level classes for at-risk students to develop study skills and build resiliency and self-esteem.

## Goal 4

Decrease Chronic Absenteeism (subgroups)

### Identified Need

Although Birmingham's Attendance Rate has improved over the last three years to 94.9% in 19-20, the school's Chronic Absenteeism Rate has increased from 14.8% in 16-17 and 14.7% in 17-18 to 16.30% in 18-19. Root Cause Analysis: Birmingham Title I students represent 83% of school enrollment. There are multiple socio-economic challenges for those students and families who live in poverty: insecure housing, inadequate medical care, increased risk of mental health issues, lack of or inadequate Internet access, etc. Administration of the Resiliency Check-In (RCI) mental health survey of over 2300 students revealed that over 520 students were identified as being in a state of trauma, while another 24 students were identified as needing a safety plan. This represents almost 18% of Birmingham's student enrollment. The actions herein represent the school's efforts to address the needs of Tier 2 and 3 students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	18-19: 16.3%	20-21: Decrease number of students who are absent for 14 days or more will decrease by 5%. 20-21: Decrease number of students who are absent for more than 25 days will decrease by 5%
Attendance Rate	19-20 (Aug-Feb): 94.9%	20-21: 96%

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Maintain Pupil Services Advisor (PSA) Counselor position.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$149,464

CARES Act

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase staff of Psychiatric Social Workers to three, full-time positions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$441,501

CARES Act

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue Positive Behavioral Interventions and Supports (PBIS) Program. Staff PBIS Coordinator.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$29,600

Supplemental & Concentration

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

Birmingham Community Charter High School

School Plan for Student Achievement| Page 34

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

All Students

Strategy/Activity

MTSS interventions for Tier 2 and 3 students, including GLA Seminar classes. (Reported in Goal 3).  
Development of a comprehensive Student Re-Engagement Plan for Disengaged Students.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost is captured in Goal 3 Strategy 1

Supplemental & Concentration

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Professional development for certified staff in Social Emotional Learning (SEL) curriculum and instructional strategies.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$925

CARES Act

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Professional development for both certificated and classified staff in Trauma Informed Practices.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1,000

CARES Act

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Soft Start curriculum at beginning of both the Fall and Spring semester.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$49,500

CARES Act

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

MTSS Committee tracks students attendance rates and adjusts/responds to identified students needs on a regular basis case-by-case.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost is captured in Goal 4 Strategy 1

CARES Act

## **Strategy/Activity 9**

### **Students to be Served by this Strategy/Activity**

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

Homeless Youth and Foster Students

Strategy/Activity

Maintain Homeless and Foster Youth Liaison position.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Cost is captured in Goal 1 Strategy 8

Supplemental & Concentration

## **Goal 4 Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

Birmingham takes a whole-child approach to addressing chronic absenteeism since each student situation is based on unique challenges and needs. The school provides comprehensive support services for students with GLA supports including teachers, counselors, PSWs, deans, and administrators and extends to our tutoring program, the PSA attendance counselor, referrals for outside counseling, and a data-driven MTSS program that includes bimonthly meetings alternating between schoolwide and GLA team meetings.

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

As the pandemic shutdown continued, student engagement became an increasingly greater challenge. A comprehensive Student Re Engagement Plan was implemented that leverages off of the GLA structure to identify and intervene with Tier 2 and 3 students. Due to the increase in student needs, a third PSW was hired during the 20-21 school year. MTSS efforts were stepped up and included home visits, wellness checks, and individual mentoring.

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

Any changes to this goal will occur in response to student challenges as they return to campus. A period of adjustment is anticipated. As discussed in Goal 3 Analysis, an additional academic counselor will be added in 21-22. There are plans to hire a fourth PSW to ensure alignment of one PSW for each grade level academy.

## Goal 5

Increase Parent Participation (engagement and capacity)

### Identified Need

While Birmingham utilizes multiple platforms to facilitate two-way communication with parents and has made great progress in the areas of parent engagement and participation, this area remains a focus area for growth. Currently, there is strong parent participation in the school board and its subcommittees, SSC, ELAC, PTSA, and attendance at sporting events. Many of our students speak a language other than English at home. This presents barriers for parents to feel comfortable to communicate with school staff. We have identified the opportunity to develop the capacity of all of our staff to build relationships with families that include an understanding of each family's cultural background and language.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Parent and Family Engagement Local Indicator	19-20: Standard met.	20-21: Standard met.
Percentage of parents who respond to the Annual LCAP Parent Survey	20-21: 1,311 parents responded to the survey.	21-22: Increase the number of parents who respond to the Annual LCAP Parent Survey by 10%.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Maintain Parent and Family Engagement Team (PFET). The committee meets monthly.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional costs associated with this action.

[Add source(s) here]

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Adoption of ParentSquare, a school-to-home communication platform.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$16,955

Supplemental & Concentration

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain Parent Liaison position.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$92,188

Title I, Part A

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide FACTOR course for parents and additional Parent University workshops.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$25,157

Title I, Part A

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide ESL classes for parents.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$18,000

Supplemental & Concentration

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Maintain EL Liaison position.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost is captured in Goal 1 strategy 9

Supplemental & Concentration

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$29,735

Supplemental & Concentration

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration and Instructional Leadership Team training to combat racism and institutional bias.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$14,400

Supplemental & Concentration

## Goal 5 Annual Review

**SPSA Year Reviewed: 2019-20**

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

### ANALYSIS

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

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

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

Due to the increase in student needs, a third PSW was hired during the 20-21 school year. MTSS efforts were stepped up and included home visits, wellness checks, and individual mentoring.

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

Any changes to this goal will occur in response to student and family challenges as children return to campus. Parents and families will provide an important resource as the school determines best practices to address challenges as they arise. Birmingham is planning a soft start and flexible scheduling for the beginning of the 2021-2020 school year. Additional staffing will include the hiring of a fourth PSW. The PFET will continue its work and ongoing input from parents is being utilized to address challenges and enhance engagement strategies.



# Budget Summary

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

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 1,335,631

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 8,500,254

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CARES Act	\$ 861,295
Title I, Part A (Title IV, Part A transferred to Title I, Part A)	\$ 1,212,702

Subtotal of additional federal funds included for this school: \$ 2,073,997

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

State or Local Programs	Allocation (\$)
SpEd Grant (AB602)	\$ 997,317
STEP Grant (SELPA)	\$ 45,000
Supplemental and Concentration	\$ 3,928,891
CTE	\$ 1,491,739

Subtotal of state or local funds included for this school: \$ 6,462,946

Total of federal, state, and/or local funds for this school: \$ 8,536,943