

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**BIRMINGHAM COMMUNITY CHARTER HIGH  
SCHOOL**

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

**Los Angeles Unified School District**

**March 19-21, 2012**

**Visiting Committee Members**

Bernie Hanlon, Chairperson  
Executive Director, National University Charter Academy

Laurie Blue  
Principal, Crossroads Charter Academy

Mark Cheney  
Teacher, Escondido Charter High School

Ted Lyon, Jr.  
Principal, Orcutt Academy Charter School

Omar Montejano  
Counselor, Animo Leadership Charter High School

Brook Sell  
Principal, Opportunities for Learning

Paula Ann Trevino  
Principal, Helix Charter High School

Robert Trunz, III  
Teacher, Vista Real Charter High School

## Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

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%

### 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"

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:

#### 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

### **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.

### **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

**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
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	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Students Tested</b>	905	811	970
<b>Advanced</b>	15%	9%	11%
<b>Proficient</b>	27%	28%	25%
<b>Basic</b>	32%	33%	33%
<b>Below Basic</b>	16%	18%	19%
<b>Far Below Basic</b>	11%	13%	12%

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

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

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

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

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

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

**Math CST Data 2009-2011**

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

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

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

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

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

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



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

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

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

## History CST Data 2009-2011

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

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

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

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

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

## Science CST Data 2009-2011

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

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

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

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

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

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

	<b>Biology</b>		
	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Asian</b>	63%	53%	50%
<b>Black</b>	35%	21%	19%
<b>Filipino</b>	91%	44%	52%
<b>Hispanic</b>	32%	13%	15%
<b>White</b>	37%	27%	38%
<b>Socioeconomically Disadvantaged</b>	24%	12%	18%
<b>English Learners</b>	5%	1%	1%
	<b>Grade 10 Life Science</b>		
	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Asian</b>	55%	54%	59%
<b>Black</b>	29%	25%	24%
<b>Filipino</b>	64%	36%	27%
<b>Hispanic</b>	24%	23%	29%
<b>White</b>	38%	42%	44%
<b>Socioeconomically Disadvantaged</b>	22%	19%	29%
<b>English Learners</b>	6%	4%	2%

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

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

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

### California High School Exit Exam (CAHSEE)

#### CAHSEE – Passing on 10<sup>th</sup> Grade Administration

<b>Combined High School Exit Examination PASSING on 10th Grade Administration</b>						
	<b>2011</b>		<b>2010</b>		<b>2009</b>	
	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>
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**

<b>AYP English and Math Participation by Statistically Significant Subgroup</b>						
	2011		2010		2009	
	<b>ELA</b> Target 95%	<b>MATH</b> Target 95%	<b>ELA</b> Target 95%	<b>MATH</b> Target 95%	<b>ELA</b> Target 95%	<b>MATH</b> 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)**

<b>English and Math Annual Measureable Outcomes (AMOs) Percent Proficient by Subgroup</b>						
	2011		2010		2009	
	<b>ELA</b> Target 66.7%	<b>MATH</b> Target 66.1%	<b>ELA</b> Target 55.6%	<b>MATH</b> Target 54.8%	<b>ELA</b> Target 44.5%	<b>MATH</b> 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)**

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

**Graduation Rate**

<b>2010 Graduation Rate (Class of 2008-09)</b>	<b>2011 Graduation Rate (Class of 2009-10)</b>	<b>2011 Target Graduation Rate</b>	<b>2011 Graduation Rate Criteria Met</b>
84.67%	76.86%	85.26%	No
<b>2009 Graduation Rate (Class of 2007-08)</b>	<b>2010 Graduation Rate (Class of 2008-09)</b>	<b>2010 Target Graduation Rate</b>	<b>2010 Graduation Rate Criteria Met</b>
91.13%	84.67%	90%	No
<b>2008 Graduation Rate (Class of 2006-07)</b>	<b>2009 Graduation Rate (Class of 2007-2008)</b>	<b>2009 Target Graduation Rate</b>	<b>2009 Graduation Rate Criteria Met</b>
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.**

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

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



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

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

**ACT Data**

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

**Chapter II: Progress Report (2 pages)**

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

One major change that has occurred at Birmingham High School is that it became a conversion charter in 2009. The current principal Marsha Coates was one of the petitioners in leading the process of becoming a charter school. Marsha Coates became the principal in 2006 and had previously served as an assistant principal. During the on-site review that took place in the Spring of 2008, the WASC review team noted the following for each of the "action plan items".

Action Plan #1: The school will develop strategies to encourage parent involvement in school improvement.

Then BHS now BCCHS has been very successful in improving parent involvement through efforts to: Plan, develop staff and maintain a vibrant Parent Center on campus. Redesign the BCCHS website to provide greatly increased school to home communication and making the website more user friendly for parent and community members.

Successfully reactivate recruitment to solicit parent participation in each SLC and also increase parent participation on Site Council, ELAC, and other schoolwide decision making panels.

BCCHS has a very active PTSA group and continues to strive to recruit more parents to become actively involved.

Action Plan #2: The school will continue to address the high dropout rate and corresponding low graduation rate.

Then BHS now BCCHS has successfully improved the graduation rate since 2005 when only 44% of the original freshman class graduated while the current graduating class of 2008 represents over 60% of the same class while freshman. This is a significant improvement yet by no means has the final been reached. The same numbers indicated above do indicate a reduction in the dropout rate with more students actually staying in school and graduating.

Action Plan #3: The staff will continue to be exposed to a variety of instructional strategies through the staff development process.

Then BHS now BCCHS staff development centers on the SLC's with the training being either district or SLC initiated. Some examples are: District training regarding analysis of student learning data resulting from district required periodic assessment in all core subject areas. SLC generated staff development as a result of bi-weekly SLC time from "Bank Days". The establishment of three instructional coaches who provide staff development to individual teachers as well as departments on such things as standards based lesson plans, and modeling best practices. Site generated staff development in areas such as AP, AVID, READ 180, and Curriculum Mapping.

During department meetings teachers discussed how appreciative they are that the administration allows them to continue to attend various conferences and workshops that will aide them in helping students.

Action Plan #4: The Administration will increase the visibility of security on campus.

BCCHS has made a concentrated effort to improve visible security on campus. The visiting committee observed the following changes: A policy now exists requiring security to be assigned areas of responsibility and this policy is visibly monitored by administration. Teachers are

required to be outside classroom doors during passing periods and this policy is visibly monitored by administration.

A safe and civil school program is in the planning stages and will be implemented in the 2008-09 school year. In 2008-09 school year, all SLC's will be geographically located on campus. This will provide increased security on campus because all SLC staff, including teachers, administrators, counselors, security, and students will be located in the same part of campus.

During the 2012 WASC visit the team met with ASB students. The team asked, "how safe do you feel on campus?" Every student in the group commented that they feel incredibly safe. They discussed the measures that the staff and administration have taken to make sure that the campus is a safe place. One student commented that she has been here for 3 years and has only known of 2 fights. Students stated that there are security guards are present in every area of the campus.

Action Plan #5: The district site administration and staff will continue to develop SLC's to provide a home for every student on campus, which will improve student achievement and attendance.

All BCCHS stakeholders have committed to SLC's systemically, being the driving force for improved student learning on campus. Beginning in 2006 BHS moved to a wall to wall SLC model. Every student and most staff members, including all teachers are now a member of an SLC. The model works as follows: There are six SLC's on campus.

1. Freshman Academy (mandatory for all freshman)
2. Performing and Visual Arts
3. Medical and Science of Health Academy
4. Creative and Liberal Studies
5. Technology and Business
6. Social Justice and Media

The SLC's operate as follows: Each student has their own students, teachers and counselors. By 2008-09 school classes and offices are be housed in their separate area on campus. SLC faculty meet bi-weekly to review data, discuss curriculum and instructional strategies and renew SLC goals. Students participate on all SLC councils. Each SLC has its own community selected Lead Teacher, Instructional Leader, Data Team member, and Technology coordinator.

Currently, BCCHS continues to offer six SLC's on campus. The only changes came when the Daniel Pearl Journalism and Communication Magnet left the Birmingham Community Charter High School. BCCHS changed the name of the Social Justice Academy to include Media therefore; the name Social Justice and Media Academy. This particular academy is continuing to develop and staff discussed that it was changed due to the particular needs of the students.

Action Plan #6: Standards based lessons and assessments will be expanded in all core subjects and all grade levels.

District site administration and staff have committed to standards based curriculum and have implemented plans to assure that standards are followed and assessments are analyzed. Examples are: Since 2005, district mandated periodic assessments in all core areas are given to students throughout the school year. Teachers have been meeting in course alike groups to analyze student achievement data from these assessments since 2007. Extensive staff development in Curriculum Mapping has been provided to teachers in all core subject areas. With the assistance of the Math and Literacy coaches teachers continue to modify and implement standards based lessons. BHS teachers are beginning to vertically align curriculum through articulation with feeder elementary and middle school colleagues.

The majority of BCCHS departments has developed CFA's for their individual areas of instruction. Parents are notified by phone if a student does not master/pass the CFA. Students are encouraged to attend tutoring on Tuesday and Thursday mornings and then retake the CFA that was not mastered. Students are still giving full credit for mastering the CFA regardless of the number of tries that it may take them to pass it.

Action Plan #7: CAHSEE blueprints continue to be used to drive instruction

Along with SLC's use of the concept of CAHSEE blueprint drives instruction at BHS. The number of all students passing CAHSEE continues to rise. In 2007, only nine students were prevented from graduating due to not passing both CAHSEE exams. Examples of us of the CAHSEE blueprint are cited below.

Numerous CAHSEE intervention programs are on campus from before and after school tutoring, to CAHSEE English and Math interventions classes scheduled as a part of a regular Master Schedule to CAHSEE "boot camp" for seniors who have not yet passed one or both tests. CAHSEE blueprints and release questions are provided to Math teachers with training from Math coaches, areas of instruction are identified where an emphasis needs to be placed. In English all 10<sup>th</sup> graders are prepped six weeks prior to the CAHSEE exam. English teachers use The CAHSEE blueprints as their primary guide for the curriculum during this period.

During classroom visits it was noted in several classes that teachers would direct students to the vocabulary that is used on the CST's. CAHSEE was discussed in the math departmental meeting and it was stated that their curriculum matches the CAHSEE blueprints and that they have altered their tests to reflect the language/vocabulary that is used on CAHSEE.

### **Chapter III: Self-Study Process (1-2 pages)**

- Include a copy of the school's expected schoolwide learning results.

#### **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
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
1. The involvement and collaboration of all staff and other stakeholders to support student achievement
- All staff members have been assigned to focus groups and have been active participants in group discussions and the development of the self study.
2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (note the selected expected schoolwide learning results examined by the school)

It was noted by the WASC staff that in all classrooms visited that the ESLR's and standards were posted on the board. When students were asked what ESLR they were addressing that day they were able to state the ESLR.

3. The gathering and analyzing of data about students and student achievement

The overall school culture of BCCHS is to do what is best for every student in order for them to be successful. BCCHS is in a constant state of data retrieval and analysis to improve student learning.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

BCCHS has recently implemented the ZOOM, Data Director to be able to take data from their CFA's and CST's. The information is input into this one system and to analyze the data to see where staff can best improve student success. It was stated that the overall inputting of information needs to be given to the department heads and then for the department heads to teach the teachers how to import the information. Teachers will then be able to take ownership of what is truly going on in their classroom and to be able to change what is not working and share with other teachers what is working.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

BCCHS' last WASC visit noted that they observed all action plans were being appropriately addressed. BCCHS has updated their action plan to include the following 4 goal areas:

1. Develop and implement systemic school wide instructional practices so that students demonstrate proficiency of CA State Standards aligned critical thinking skills in content areas to decrease the percentage of students who score Far Below Basic and Below Basic on the CA standards test, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.
2. Develop and implement a school wide / discipline specific vocabulary program that is aligned to CA state/common core standards and accesses students' background knowledge to increase understanding, retention and application of curriculum in all content areas to decrease the percentage of students who score Far Below Basic on the CST, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.
3. Implement policies and programs to increase students' knowledge, understanding and completion of the skills, requirements, and planning necessary to pursue post-secondary opportunities and show readiness for post secondary education by increasing graduation rate and the percentage of students who complete A-G requirements and by raising the school's passing rate on the CAHSEE.
4. Implement policies and programs to increase awareness of civic and ethical responsibility, and promote positive school and community interactions school wide by increasing the attendance of students in co-curricular activities related to small learning communities and programs that directly impact the local community.

## **Chapter IV: Quality of the School's Program**

### **Part A: What Currently Exists (10–20 pages)**

Based on the school's self-study and Visiting Committee findings, for each criterion (in the following categories) provide an analytical summary of what currently exists and its impact on student learning:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

**Note:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the WASC/CDE Tools section of the WASC/CDE Accreditation Manual and the WASC Accreditation Term Determination Worksheet).

At the end of each category (A, B, C, D, and E), provide the following:

- A summary highlighting the areas of strength (if any).



- Highlight the key issues (if any) that need to be addressed to ensure quality education for all students.
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

**CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

- A1. To what extent 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 at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Vision – ESLRs – Profile:** 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.

BCCHS has worked to create C.A.R.E. standards (ESLRs) for all students. There is a clear belief from staff, students and parents that ALL students can learn and the ESLRs support this belief.

**Development/Refinement of Vision/ESLRs:** 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.

It is unclear the level of development and refinement of the ESLRs from all stakeholders (parents, students, staff and governing board). It is clear that all stakeholders believe that the ESLRs as written do hold students to a higher standard and provide a clear vision to lead the school. There is a strong belief in a commitment to transform the school one step at a time.

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

The vast majority of students, parents, staff and governing board members expressed knowledge and confidence in the ESLRs and vision for BCCHS. Their support for the new direction of the school is clear and while some "growing pains" exist in the conversion charter, they are supportive of the work of the school.

**Regular Review and Revision:** 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.

It is unclear what types of processes are in place for review/revision of the ESLRs. The school has expressed that creating different "processes" for decision making is something they are working on throughout this process. Specifically, some staff expressed concerns of a lack of communications between administration and staff and would like to see more trust, communication and teamwork with regards to school-wide decisions and "day to day" changes that affect the classroom. They wish to move forward with trying to improve student performance and results while creating different processes to improve the vision and results of BCCHS.

- A2. To what extent does the governing board 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?

The governing board has limited policies and bylaws aligned with the schools vision and ESLRs. It is clear from dialogue with the board and from the board minutes that there has been significant information and dialogue towards improving the instructional practices at the school and gearing fiscal decisions towards providing a greater amount of resources directly to the students.

To what extent does the governing board have delegate implementation of these policies to the professional staff?

The governing board has placed a great deal of trust and decision making to the administrative staff and the recommendations of the leadership committees. As a result of the "newness" of the charter, and the newness of the governing board, it appears that many

decisions are being made as a result of being a conversion. Some decisions have had staff input while others have been recommended from the administration.

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The Single Action Plan is currently under development and there is no evidence of the governing board examination of any drafts or plans.

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Governing Board:** 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.

Board meetings are held regularly and a calendar is posted. The governing has also encouraged weekend meetings to make the meetings more accessible to the parents and community members. There is evidence in the board minutes that a process for approval and discussion takes place at these meetings.

**Relationship of Governance to Vision and ESLRs:** The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

There are a limited number of policies and no clear "policies" handbook. The governing board indicated that they are currently following the policies of the previous LA school board and that they are reviewing items as needed or as they are brought forward from the administration.

**Understanding Role of Governing Board:** The school community understands the governing board's role, including how parents can participate in the school's governance.

There are board minutes and notes which indicate that numerous members have sought involvement on the governing board. The board also notifies parents through a parent letter about the opportunity to serve the school through participation on the governing board. Elections are held and parents are notified about their opportunity to choose a representative to serve on the board through their vote.

**Governing Board's Involvement in Review/Refinement:** The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

It is unclear through board minutes or dialogue with board members that a review and refinement of the vision and ESLRs happens at the governance level. It is clear through the dialogue that the governing board supports much of the direction the staff is taking towards trying to improve the school for the students of BCCHS.

**Professional Staff and Governing Board:** There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

There is conflict of interests policies and the governing board has been trained on the Brown Act and follows these rules and regulations. The interaction between professional staff and the governing board appears to be independent, responsible and facilitated with integrity.

**Board's Evaluation/Monitoring Procedures:** 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.

Board meeting agenda and minutes show regular procedures and dialogue with relationship to students performance, contracts, operations and management of fiscal resources. Current budgetary constraints have made these decisions more difficult for the conversion school. There is no evidence of the authorizing district in providing resources to assist with maintaining a start-up reserve or operating expenses to assist with state deferrals. Despite this, the school has operated within its means.

**Complaint and Conflict Resolution Procedures:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

BCCHS continues to honor and work with the UTLA and other designated collective bargaining units. The school follows the Williams settlement and has an established complaint policy that has been continued from the experiences with the authorizing district.

BCCHS has worked with authorizing district to ensure the successful transfer of the magnet program to a new campus.

**A3.** 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?

BCCHS school leadership, staff and parents are focused on improving the results of the students of BCCHS. The dialogue and decisions of the school consistently point to "how" this change or program will support the success of students.

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?

Single plan is currently under development, however, many decisions and actions of the school are supportive of the ESLRs and the improvement of all aspects of the educational learning environment.

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

BCCHS has implemented numerous groups to build a collaborative network. Department Chair, SLCs and leadership teams work collaborative together to implement numerous changes to the BCCHS structure and learning goals. Significant dialogue and staff development has focused on learning "best practices" and processes to improve all students results across a diverse course selection and student body.

**School Plan Correlated to Student Learning:** 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.

The decisions and student achievement results are focused and clear towards improvement. The Single plan is in beginning stages of development at this time.

**Correlation between All Resources, ESLRs and Plan:** There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Current budgetary conditions limit the amount of discretionary funds available to the school. A loose process exists where staff can make inquiries and requests to receive resources. There is a staff development process being developed which requires staff to demonstrate how the PD resources requested support the direction of the school and/or SLC. Additionally, the SLCs have some flexibility in making requests for funding resources.

Currently, the governing board continues to examine which services are to be purchased from the authorizing district and which services can be completed more efficiently and cost effective in order to provide more resources at the local level.

- A4.** To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

BCCHS has experienced a significant amount of turnover through three key areas - students, teachers and administration. A number of students from the magnet school (traditionally higher performing) left the school and staff associated with the magnet also transferred. Additionally, a significant number of staff were transferred, removed or replaced within the past three years. The majority of the change was a result of the conversion to the charter. Similarly, numerous administrators are new administrators to BCCHS with only one of them being a previous staff member. This has led to its own challenges and opportunities as well as the influx of a significant number of new teachers to the school.

Despite these significant changes, there appears to be a strong level of support for the direction and "feeling" of the school. The majority of students, parents and staff seem happy to be a part of the charter school and it shows in the classroom.

There are some significant changes in the professional development through the implementation of the Patriot days which allow for a vast amount of time to work on improving the results for the students of BCCHS.

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Employment Policies/Practices:** The school has clear employment policies/practices related to qualification requirements of staff.

The school does not have clear policies, however, the school does exercise practices related to qualifications. The school has inclusive interviews of a variety of members and is also conducting sample lessons to ensure the best selection of staff. The school has regular screening processes to ensure basic credentialing requirements are met

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

BCCHS follows checks on backgrounds, experiences and positions. Staff are placed in positions based on their qualifications and experiences. When applicable, staff requests are taken into consideration, however, the majority of decisions are based on need and placement in SLCs.

**Maximum Use of Staff Expertise:** The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Numerous staff members teach a variety of disciplines to showcase their skills and experiences. This allows for increased collegiality, collaboration and cooperation. Input is given from department chairs as well as SLC leads in creation of the master schedule.

**Defining and Understanding Practices/Relationships:** The school has clear administration and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The school has a staff handbook and some support mechanisms such as a professional development calendar and administrative duties chart. The school has expressed a need to the development of written processes to ensure adequate communication from the Department chairs, SLC chairs and leadership team to the staff. The majority of the staff feel as if they can speak openly with the administration and are a part of the process however a few instances have exposed a greater need for this very large campus.

School rules appear to be followed by students and staff with a large degree of compliance.

As a result of the conversion to charter and turnover amongst staff, many practices and policies have “yet” to be explored, discussed and implemented. All stakeholders do agree that these areas are “next steps” that they believe will only improve the development of the academic program on the campus.

**Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

The school works collectively together through the collective bargaining agreements. There seems to be a positive vibe on campus that supports learning. Some teachers expressed concern about truly sharing their own opinions for fear of retribution or job security. Besides those comments, there is no evidence that the school administration has violated any agreements but more likely that the change in staffing over the previous years was voluntary.

The administration has delegated lead teachers through the SLCs as a means to have greater staff control at a local level and divide responsibilities across the areas. Many staff have expressed a desire for improved dialogue and communication between staff and administration.

**Staff Actions/Accountability to Support Learning:** 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 types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

The leadership teams and SLCs provide new opportunities to evaluate decisions of the school and potential changes and improvements. Staff members work collaboratively through Patriot time in both departmental groups as well as SLCs.

In departmental groups, teams have created CFAs and common pacing guides, standards and interventions to ensure student mastery of content. SLCs work to build a better “culture” for students on campus.

**Evaluation of Existing Processes:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

The school leadership seems to have nailed this one. They may not have formalized written processes, but the structure utilized is inclusive and garners input from many stakeholders. The administration has identified the dissemination of that information to other staff members as an area of growth to ensure that communication is at the forefront.

The "intent" of the school leadership is honorable and just. Their goals to improve student learning are clear and much of their work is geared to support this and they recognize a need to build better communication between all stakeholders.

- A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Support of Professional Development:** 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.

Professional development has been a key to the improvements of BCCHS. Patriot Time allows for departments, WASC groups, SLCs and focus groups to work towards improvement. A calendar of Patriot time allows for vertical and horizontal developments.

Additionally, off campus professional development is encouraged and fiscally supported. Off-campus professional development is geared towards supporting the ESLRs and also as a "coaching" or "teaching" mechanism to help other teachers upon return from the off-campus training.

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

The school follows collective bargaining evaluation procedures and also utilized BTSA for support of new teachers. It appears as if there is a great deal of collegial support at the departmental level

**Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development on student performance.

CST data supports that increased use of CFA's, focus on CAHSEE, and teacher work towards ESLRs support the notion that there is a correlation to student performance. Additionally, students and staff have expressed support of Patriot time to improving attendance as well as student performance due to tutorial and test re-take practices.



- A6.** 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?

BCCHS is a conversion charter and has continued the same human, material, physical and financial resources as the previous district. BCCHS has made substantive changes where needed when the fiscal, efficiency and material resources support the educational plan of students.

While some funds are restricted, it is clear that oversight of those funds is maintained in accordance with grant and federal funding guidelines. Discretionary resources (fiscal, materials and personnel) are examined and allocated as needed in accordance with the student program.

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Allocation Decisions:** 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.

BCCHS administration is directly involved in all aspects of resource allocation. It is unclear if any school SLC's, department chair council, or joint leadership have an organized role in the major decision making processes. BCCHS has been a charter for only a few years and cost savings ideas and services purchased have been examined. Some services have been discontinued from the district such as food services and Special Education services. BCCHS has an Advisory Council that provides recommendations to the Charter Board. This council is open to anyone to attend; however, voting members are limited to certificated teachers.

**Practices:** 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.)

BCCHS has an adopted budget and required auditing processes in place. The CFO gives a monthly update of related fiscal matters to the governing board. Currently, expenditure of funds are approved through the CEO/Principal and CFO. Input is gathered from leaders in the Admin team, SLCs, dept chairs and leadership to ensure funds are appropriated correctly but ultimately, the CEO makes final decisions.

There are no formal guidelines for handling of funds at this time.

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

BCCHS takes pride in the maintaining and upkeep of the school. The grounds are beautiful and well maintained. School safety and culture is apparent in the facilities as many teachers have spent their own resources in decorating their classrooms to provide for the optimal learning environment.

Students feel very safe and free from gangs, however, some did mention that older furniture should be replaced as some of the furniture has "tagging" on the furniture that is 10-20 years old. Students also mentioned that they have seen a positive impact in the "look" of the facilities and how proud they are of how things are changing. (for example, there was a mention of new chairs in the library, some new computers, new marquees and prettier grass areas).

**Instructional Materials and Equipment:** 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.

BCCHS continues to improve instruction through the acquisition of instructional materials and equipment. Teachers have been given iPads to assist with instruction. Additionally, new computers (some grant funded) and other forms of technology have been purchased to complement classroom instruction.

There are many classrooms without current technology (digital projectors, SMART boards, etc) – however the staff seems to adjust appropriately and make the most of the technology that is available. Some classrooms have more technology and in each of those classrooms, teachers and students are using the technology as a learning tool.

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

BCCHS has a great deal of new staff members to the community. It is clear that the well-being and support of this staff is a key component that has been a fundamental cornerstone to the restructuring of the school.

New teachers are involved in BTSA which may be labor intensive. However, the new teachers felt the support of the SLC leads, Admin designee, department chairs and professional development time has provided them with adequate tools to be successful. New teachers feel as if they are cared about, supported and "looked after" so that they can be successful.

BCCHS staff are very pleased with the ability to have a "say-so" in the hiring process. Administrators, SLC leads, department chairs sit in on interviews and take part in the selection process. This has led to an immediate "buy-in" from those staff members to look after the new teachers. Additionally, it can be ensured that BCCHS is a good "fit" for those who are hired.

BCCHS has spent a great deal of time and resources on creating a master calendar of professional development time to address the needs of the staff and students. This time is geared towards departments, leadership teams, SLCs and schoolwide professional development. Staff feel that their SLC leads do a great job at communicating the changes or proposed changes that impact the school. The staff also feels that communication through email and office postings are adequate and timely.

BCCHS has also made a point of involving many staff in learning more about charter schools through participation in charter school workshops.

**Long-Range Planning:** 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.

Currently, due to fiscal budgetary constraints and uncertainty, there is no long range fiscal plan with the exception to maintain existing program and services within the current budget restrictions. The school does have a regular discussion about the buy-back services of the authorizing district and trying to find services that are equally efficient and more cost effective. The Advisory Council is in place to make decisions. There appears to be a significant amount of opportunities for staff to share concerns and provide input to fiscal decisions.

- A7. Has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)? **[FOR CHARTER SCHOOLS ONLY]**

BCCHS is fiscally solvent. Due to deferrals and arbitration issues with authorizer, BCCHS is functioning on an unusually tight budget. The CEO and CFO work directly with the governing board to create and implement a sound budget and consistently to improve the financial well-being of the school.

Currently, BCCHS does not have a strong reserve and is working on improving this situation through decisions such as purchasing SPED services from another SELPA.

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Long-range Financial (and other Resources) Plan:** The school regularly reviews its 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.

BCCHS governing board reviews the budget monthly and makes appropriate fiscal decisions to maintain the integrity of the charter. The Advisory Council meets to make recommendations to the governing board about resource allocation. This council is open to anyone to attend, however, only certain teachers have standing votes on the committee. The school has not formalized a long range plan at this time.

**Regular Accounting and External Audit Procedures:** The school has defined regular accounting and external audit procedures.

BCCHS has contracted with an external auditor. The CFO works with the auditor and the audit results are presented to the charter board. Monthly reports are provided to the governing board on fiscal matters.

**Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure “transparency.”

The school has a monthly budget report that is presented to the board and actively seeks out ways to properly utilize resources.

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

BCCHS has followed the same funding practices as the previous district and has looked for additional areas to provide fiscal incentives. Currently, additional incentives are on hold due to budget uncertainties for 2012/2013.

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

BCCHS has identified community involvement and information as an area of growth for the future. Much of the work has been built on the “rebuilding of the school” and working on the academic program, but sees the community as a strong partner for the future.

BCCHS has worked very hard to implement a sound professional development plan based on research and improving student learning.

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

Long range planning is important to BCCHS. At this time a significant amount of dialogue has not taken place to address these plans. BCCHS is working hard on instruction, assessment and curriculum as well as making sure the charter is independent. With many changes in the past few years, the school is trying to build the capacity of staff in order to have more of this discussion in the future.

**Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

BCCHS has regular and open board meetings. Communication about these meetings has been inconsistent and concerns have been raised in board meetings for a common posting. The school

web page has some inconsistencies in reporting of board meeting agendas and minutes. Where information was found, it appears that the CFO has a regular report to the governing board.

**Adequacy of Reserve Funds:** The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

BCCHS is currently in arbitration with the LAUSD about the appropriate release of reserve funds. Currently, BCCHS does not have an adequate reserve funds.

**Decisions-Schoolwide Learning Results:** The school bases resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.

The Advisory Council was not in place upon the initial passing of the charter, however, they currently have been meeting regularly for the at least the past year. The council takes into account many needs and vision of the school and makes recommendations to the governing board.

- A8. 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?  
**[FOR CHARTER SCHOOLS ONLY]**

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Written and Adopted Policies/Procedures:** The school has written adopted fiscal policies and procedures for internal controls.

No fiscal policies that are written are found. There seem to be a loose agreement of procedures that the CEO and CFO take responsibility of the budget and ensuring the fiscal stability of the school.

**Annual Financial Audit:** 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.

Audit shows no real areas of concern. Free/Reduced lunch was identified as a concern but was explained that this was a result of the computer reporting component and has since been fixed.

**Compliance of Personnel:** Personnel follow the fiscal policies and procedures.

Personnel have all fiscal related decisions approved through the CFO and/or CEO. BCCHS completes their own personnel hiring decisions

**Processes for Implementation of Financial Practices:** 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.

The CFO and CEO are responsible and the governing board reviews decisions on a monthly basis.

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

The school continues to use the bid process for services in the same manner as the authorizing district when needed.

### **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):**

- Fiscal procedures are in place to closely monitor BCCHS's finances.
- Schoolwide development of ESLRs that are consistent with the Charter petition, graduation goals, and school vision and resources are assigned appropriately. ESLRs are designed clearly for the needs of BCCHS.
- Professional development opportunities through the Patriot time and the availability of resources to support other outside professional development.
- Hiring process which involves members of the SLC, Departments and Admin team.
- Staff involvement through governing board representation, SLCs, Department heads, Advisory Council and Leadership team

**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students:**

- Continue to develop a schoolwide Single Plan for Student Achievement (SPSA) that aligns and integrates our critical learning needs, ESLRs, and academic standards.
- Clear policy handbook of approved governing board policies that were adopted. Clear handbook and web access of up to date policies, meeting and agenda notes.
- Continue to develop policies and programs that are targeted proactively at under-achieving or at-risk students.
- Organizational charts of roles, responsibilities and processes to improve communication between all stakeholders – specifically with the roles of the SLC leads, Department heads, Leadership Leads and Admin team with regards to communicating to the rest of the staff and governing board.
- Increased participation by additional staff in decision making processes.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Board meeting agenda and minutes
- Professional Development calendar
- SLC teams and Departmental teams
- ESLRs, vision and mission
- Communications with the Governing Board, leadership team and individual dialogues with students, parents and staff
- CFO budgets
- School Audit
- Charter petition
- Admin responsibilities chart

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**B1.** 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.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Educational Research and Thinking:** 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.

**Academic Standards for Each Area:** The school has defined academic standards for each subject area, course, and/or program.

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

**Student Work — Engagement in Learning:** There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

**Accessibility of All Students to Curriculum:** 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.

**Integration among Disciplines:** There is integration among disciplines at the school.

**Curricular Development, Evaluation, and Revisions:** 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.

**Policies-Rigorous, Relevant, Coherent Curriculum:** The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Articulation and Follow-up Studies:** 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.

The school has indicated that core classes are based primarily on the California Core Content Standards and ESLRS. They state that all textbooks are aligned with state/national standards as well as Common Formative Assessment are developed and aligned with academic standards. Teachers evaluate the results of CFAs and provide intervention and reteach concepts as necessary. As evidence to support their findings, the school uses a list of textbooks that align with the state standards, and CFA assessments or intervention plan. Upon the request of the list of textbooks, administration was receptive to providing a list of textbooks used in the different subject areas. When examining the CFA example from 9<sup>th</sup> grade, there was a thorough assessment to validate the content standards being tested in a biology course. Multiple choice exams along with learning target for a specific CFA focus. There was a sample CFA provided by a biology teacher.

The school states that student work or engagement in learning is demonstrated by samples of student work as well as showing their understanding of standards-based curriculum and the school wide student goals (ESLRs). While observing classrooms, it was evident on the classroom walls and white boards the school wide student goals (ESLRs). In addition, teachers had one specific ESLR that was the focus for the overall unit being covered.

The school states that certain courses must be taken to graduate with D or better. Students must graduate with 230 credits or more and can take AP and honors classes. Counselors provide an example of an Individualized Graduation and Post Secondary Plan that is provided for all students. Students provided feedback about their individualized plan for graduation track and post secondary plan. The counseling department provided information about credit recovery program on campus such as AVENTA an online education program, continuation school, and adult school. A Drop-Out Prevention counselor provides at risk students opportunities for graduation such as a diploma on hold. A diploma on hold allows students to complete graduation requirements within a year of their actual graduation year.

The school states that general ed curriculum is available to all SPED students. Students are able to participate productively in the mainstream setting (Least Restrictive Environment). IEPs are for accommodations and modifications. The supporting documents showed that teachers and SPED staff provide accommodation and modifications. Upon the request of who provides DIS(Disability instruction services), speech, or counseling for the SPED students, they stated that school psychologist provides DIS counseling and speech therapist is present three times a week to meet with students. All SPED students are provided a class schedule with general ed courses. Students are not separated from the students in terms of courses. They are integrated into the



school culture and environment. All SPED students receive support from the learning center.

Students from as early as the 9<sup>th</sup> grade are enrolling in advance placement and honors courses however many students in the 12<sup>th</sup> grade are taking courses with less rigor. The supporting documents show students with high grade point averages taking a light course load whereas an average grade point average student is taking AP and honors courses.

There is evidence that supports the frequency distribution of student scores on the AP exams (i.e., 1, 2, 3, 4, or 5). Conclusion is based on observation, the self-study, and from dialogue.

There was also supporting documents that demonstrate student's readiness for college level math or English from observation, dialogue, and self-study.

Departments did not demonstrate a collaborative atmosphere between departments or across grade levels. Conclusion is based on observation and dialogue.

Accessibility of all students to the curriculum: The statement that all populations, including ELs and SWDs take CSU/UC a-g courses is not enough. Based on evaluating student schedules, there is a variety of courses taken as well as AP and honors courses.

The supporting evidence for English Language Development curriculum demonstrated from dialogue and observation in the classrooms. The CELDT levels were demonstrated in the classroom from observation and dialogue with teachers and administration.

Policies-Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc. Although the self-study appears to indicate that the school has course completion, credits, grading policies in place there does not appear to be evidence that the school examines those policies to assess them for rigor, relevancy and coherence. Supporting evidence varies in regards to the level of rigor, relevancy, and coherence. Students vary in the curriculum rigor despite the number of course offerings.

- B2.** To what extent do all students have 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Variety of Programs — Full Range of Choices:** 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.

**Student-Parent-Staff Collaboration:** 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.

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

**Post High School Transitions:** The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

The supporting evidence was the documentation of student's 4-year Individualized Education Plan and their A-G graduation and minimum college requirements. Student's progress reports are mailed to parents. Parents and students meet with counselor at the beginning of 9<sup>th</sup> grade to create a graduation plan. Students are advised and informed about their graduation track in 5-week increments leading to the end of the semester and throughout the school year.

Student-Parent-Staff Collaboration: Supporting evidence was demonstrated from dialogue with the students and parents.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Real World Applications — Curriculum:** All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**Meeting Graduation Requirements:** The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

"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." Supporting evidence was demonstrated from dialogue with the teachers, counselors, and administrators.

Real World Applications – Curriculum: The supporting evidence for real world applications was demonstrated in the classrooms and dialogue with teachers.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

- Parents and students are receiving important information about college track, graduation track, and credit recovery.
- The number of course offerings in terms of advanced placement, honor courses, and concurrent enrollment.

### **Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students:**

- Collaboration and open communication between departments and grade levels.
- There was an inconsistent rigorous schedule among high achieving and mid level achieving students.
- Intervention programs for low and mid level achieving students.

### **Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Supporting documents for supporting low and mid-level achieving students
- Supporting documents for informing parents and students about school expectations include Individualized Graduation and Post Secondary Plan and A-G graduation and minimum college requirements.
- Supporting evidence for course offerings include the Individualized Graduation and Post Secondary Plan.

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1.** To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Results of Student Observations and Examining Work:** 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.

**Student Understanding of Performance Levels:** The students know beforehand the standards/expected performance levels for each area of study.

**Differentiation of Instruction:** The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

**Student Perceptions:** 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.

Their charter states, "BCCHS will strive to ensure all students master content standards and graduate prepared for post-secondary education and career goals". 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. The teams 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.

A school-wide initiative has been implemented to address the identified learning needs of our students. Academic vocabulary is a focus.

The English, Math, Social Studies, Science 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

Tutoring is offered Tuesday and Thursday mornings, and students who performed below a set level on the CFA are called at home and encouraged to attend.

SLC's track which students attend tutoring.

Professional Development time spent on compiling common course vocabulary lists, and effective graphic organizers to use during vocabulary instruction in all disciplines.

In all classrooms, teachers teach the common course vocabulary in a scaffold manner that targets all learners

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.

Some teachers have begun creating standards-based rubrics that they go over the rubrics with the students before starting a new area of study.

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.

Course syllabi are 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.

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

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

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.

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.

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.

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.

The CAL Academy has implemented a 10<sup>th</sup> grade Advisory program, linking small groups of CAL 10<sup>th</sup> 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.

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

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.

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.

Social Studies teachers use History Bowls, debates, and project based learning to engage students and build upon their varied learning styles.

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.

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.

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.** 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Knowledge:** Teachers are current in the instructional content taught and research-based instructional methodology.

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

**Examination of Student Work:** 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.

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

**Examination of Student Work:** 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.

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

There has been a thoughtful and purposeful examination of the learning needs of the students, and research-based strategies have been identified that are being implemented through individual teacher attendance at conferences and trainings, and whole staff development.

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.

A number of our English Department Faculty has attended the CSU Expository Reading and Writing Course training, and other faculty are attending RIAP (Reading Institute for Academic Preparation). 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.

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.

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.

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.

#### Professional Learning Communities at Work Institute

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.

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

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.

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

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.

LCD projectors are used in many classes.

BCCHS currently has two sections of READ 180 to assist with students in need of reading and English intervention.

Many departments require students to utilize the internet to conduct research.

BCCHS has also integrated the AVENTA online education programs to assist with credit recovery for our students.

Computers are available in the library for student use.

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.

Teachers bring in guest speakers and original documents to personalize and bring learning to life.

Students in Careers with Children receive real-world experience as teachers in the on-campus Preschool.

A retired architect is available every day to mentor the ECO-CAD students.

ROP classes offer students a chance to experience the real job market, but this opportunity is not available to every student.

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.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- Standards are posted in classrooms, some in “student friendly terminology.”
- Students are given an agenda book at beginning of year to help them organize and remember when assignments are due.
- School has implemented “late start days” (Patriot Time) which has been working better for students and teachers combined. Teachers now have a much more structured time for teacher training, collaboration, and discussion.
- School utilizes a pyramid to make sure students are all meeting the standards.
- Beginning teacher on teacher observation process. Teachers are encouraged to visit each other’s classrooms to learn different teaching strategies and techniques.
- Special education students go into community to volunteer at Fresh and Easy and the Armory.
- A variety of guest speakers are brought in all the different departments and SLC’s. Math teachers are having an event where students will listen to people in the real world who regularly use high school math in their workplace.
- The child care course brings in a professor from Peirce college to discuss the industry.
- The biology classes have a heavy ecological component.
- Teachers are all following the same pacing schedule in regards to the curriculum.
- Each course gets together to pick 30 words that they will focus on throughout the year.
- The implementation of the CFA

### **Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students:**

- School would benefit from a formalized community service graduation requirement. Although certain departments require certain “community service” like assignments, there is not a formal requirement in place as an official graduation requirement at this time.
- Teacher to teacher observations need to be formalized so it happens on a more regular and comfortable basis.

- Continue to increase the number of college classes offered.
- Attempt to bring more students to school to take advantage of patriot time in the morning.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Standards are posted in classrooms, some in “student friendly terminology.”
- Students are given an agenda book at beginning of year to help them organize and remember when assignments are due.
- School has implemented “late start days” which has been working better for students and teachers combined. Teachers now have a much more structured time for “teacher training, collaboration, and discussion.”
- School is using “Teachers as Coaches” model learned at the Professional Learning Communities Work Institute.
- School utilizes a pyramid to make sure students are all meeting the standards.
- Standards are posted in classrooms, some in “student friendly terminology.”
- Agenda Book.
- Patriot time.
- Much of our evidence is based on observation of the school, and dialogue in the school.
- Pyramid of intervention.

#### **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

- D1.** 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**Basis for Determination of Performance Levels:** 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.

**Appropriate Assessment Strategies:** 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.

**Demonstration of Student Achievement:** 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.

BCCHS uses an array of standardized assessments. CAHSEE, CELDT, CST, PSAT and SAT scores are properly collected, disaggregated, and analyzed. In addition to the proscribed administrations of the CAHSEE and AP exams, CAHSEE is administered to freshmen twice a year and mock AP Tests are administered to students to assess progress in AP courses.

In addition, BCCHS staff uses other forms of assessment as well. Common Formative Assessments are administered five times per year in core classes. Common Summative Assessments are currently being developed and are scheduled for implantation for the spring of 2013. Sample CST questions are included in tests, quizzes, CFAs, group work, homework, and other types of assessments. In addition, teachers take time to craft many of their questions similarly to what students will experience in their standardized tests.

BCCHS disseminates and discusses data with all departments and small learning communities. Zoom Data Director is now used to disaggregate the data from CFAs and the data is then reported to teachers. Student performance data is then reported regularly to the students and parents. In the coming weeks (late spring) assessment results will be available on-line to students and parents. This access to assessment results was something parents who returned their surveys were universally in favor of.

Information from assessments will also be used to determine language development, appropriate class placement. Intake testing for freshman developed in-house, properly places students in the most appropriate English and math classes.

Report cards are issued every 5 weeks and 'grade checks' are available to students and parents upon demand.

BCCHS uses various assessment strategies to demonstrate that all students are achieving. Students in special day classes are given instruction on life skills and assessed immediately. If necessary, students are re-taught and then re-assessed. Other special needs students are mainstreamed. Accommodations are made per the IEP or 504 plan in regards to each student whether it is giving them more time on task or whether it allows them to use other resources.

Although no universal grading policy exists, BCCHS is currently exploring several options. One teacher is piloting a standards-based system with some success. Currently, grades and student growth are determined through various at home and in school assessments, such as quizzes,

homework, tests, CFA's in core classes, presentations, portfolios, group work/project, and journals. This assessment information is used to determine if acquisition of information and skills is acceptable. When not acceptable, re-teaching will take place during morning Patriot time in order to ensure comprehension. They have identified the adoption of uniform grading practices as a potential critical need (Goal 1b.)

**D2.** To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Curriculum Embedded Assessments:** 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.

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

**Modification of the Teaching/Learning Process:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

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

BCCHS teachers use a variety of curriculum embedded assessments. Journal writing, incorporation of the five selves, Read 180 with appropriate vocabulary tests, active reading with teacher guidance, CST preparation incorporated in with the instruction in specific testing phrases, spot checks, quizzes, chunking exercises, and were just some of the assessments tools viewed by the visiting committee.

Student feedback is used on a regular basis to gauge student performance over time. Feedback is also given during IEP, 504 Plan, and SST meetings. Students are encouraged to communicate their opinions in regards to their personal progress toward the state standards or ESLRs. BCCHS has created a positive culture that focuses on a process of learning and school improvement. Students are well-aware of this change in school culture. With some success students have been given more opportunity outside of the typical class to give their feedback directly to teachers in a smaller environment than the classes during morning Patriot time. BCCHS should continue to encourage more of their students to take advantage of this feature.

CFAs are an important tool in the instruction process. Results are disaggregated using the Zoom Data Director and discussed with the teachers in groups and individually. Adjustments in instruction are made accordingly when concepts are not understood. Again, Patriot time is an effective tool for teachers to re-teach concepts not acquired at first. Students are given several opportunities to demonstrate comprehension.

Although new, Zoom Data Director appears to be a good tool the staff has embraced. CFAs are based upon the class instruction and the ESLRs and the California Content Standards are an important influence upon their class instruction. Zoom takes the results from CFAs and disaggregates them and then distributes them to the teachers. Although much of the work with Zoom and CFA administration is undertaken by their instructional coordinator, there are plans to transition this responsibility to the department chairs. Teachers review assessment data generated by Zoom during meetings associated with their SLC and department. During these meetings, intervention strategies are discussed and implemented in order to improve student learning.

- 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**Reporting Student Progress:** 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.

Involvement of the stakeholders varies. It is apparent that BCCHS communicates with the school's teachers, students, and parents. Again, the Zoom Data Director is and will continue to be used in order to disaggregate and distribute information to staff, students, and parents. In addition, BCCHS uses ConnectEd messages regarding mandatory intervention tutoring for students who did not pass one or more CFA.

However, BCCHS must adopt a more formal process to alert the district and board about student progress toward achieving academic standards and ESLRs.

- 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

First, freshman undergo intake testing which will properly place them in appropriate math classes (i.e., Basic Math, Algebra 1, Algebra 2)

Second, all students when appropriate take the CAHSEE, CSTs, CELDT, CFAs, AP Exams, PSAT,

and SAT at appropriate times. In addition to mock AP Exams, mock CST's mock CAHSEE administered before the scheduled times, CST questions and CST-phrased questions are given in order to gauge student readiness and comprehension. When comprehension has not been achieved, some form of re-teaching occurs, either to the whole class or in a smaller group during Patriot time. At other times based on assessment and diagnostic results, students are placed in intervention classes.

Professional Development is an important part of their improvement process. Some of the in-house PD time is dedicated to the instruction of teachers on how to interpret assessment data and how to amend instruction to improve comprehension.

Analysis of assessment results is on-going and will potentially yield common pacing plans, CFAs, and intervention programs.

#### **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

1. BCCHS has created a culture of school improvement. In response to focusing on school improvement, a test-taking culture has also developed.
2. Patriot Time provides students a good opportunity to improve

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students:**

1. Develop and implement a uniform grading policy.
2. Adopt/implement a formal policy alerting the district and board about assessment results.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

1. English and math intake tests
2. CFAs
3. CST and CAHSEE results
4. Syllabi
5. Observation of classrooms
6. Student work
7. Interviews of teachers, administrators, students, parents, and board members



## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

- E1.** 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Regular Parent Involvement:** 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.

Birmingham Community Charter High School (BCCHS) provides a number of opportunities for active parent and community involvement. The recently established Parent Involvement committee has focused on improving and expanding this essential relationship. Some of the school wide committees that partner parents, the community and the school are the PTSA, Dad's club, and standing committees in the following areas: Human Resources, Facilities, Curriculum and Instruction, Student Services and Advisory Council.

BCCHS includes parents and community members on their interview panels for all new hires at the school. This represents a commitment that is very empowering to the non staff stakeholders. BCCHS has a phone delivery system in English and Spanish that informs parents of upcoming events. It also keeps parents informed about absences and tardies. The school has created an "open forum" for parents to meet with teachers on Tuesday and Thursday morning throughout the school year.

BCCHS offers school wide academic centered events, such as: Back to School Night, College Nights, Small Learning Community (SLC) selection night, Patriot preview and intervention nights. They have events sponsored by the PTSA and other extracurricular groups that take place at the school.

The school has some focused opportunities for parent involvement and education as well. The Parent Institute that is present in English and Spanish. BCCHS also provides an Academic Improvement Planning workshop to help students and parents stay on track.

### **Use of Community Resources:**

BCCHS uses community resources to bolster their SLC's and provide students with opportunities to make real life connections. All of BCCHS small learning communities: 9<sup>th</sup> grade Academy; Medical, Athletics, Science and Health Academy (MASH), Social Justice and Media Academy (SJ), Performing and Visual Arts Academy (PVA), Business and Technology Academy (B & T), and Creative and Liberal Arts Academy (CAL) are connected to businesses and colleges in the community. Examples of these partnerships include, but are not limited to the following: UCLA, USC music department, the Getty Museum, the Urban Land Institute, LINK (Liberty in North Korea, CSUN College of the Humanities, Pixar, and Universal Studios. BCCHS has made an effort to be open to partnerships that improve the chances for students to engage beyond the walls of the classroom.

The school also reaches out to in the area of mental health and social services. They utilize therapists from the Hathaway House and psychologist and counseling interns to provide for student well being. The school also has a Transition Specialist that searches out opportunities for work and community service for students. They utilize local businesses to support fundraising

efforts as well. It is apparent that BCCHS is interested in making the most out of the resources that are available.

It is an area that BCCHS needs to continue to work on and expand. Parents, Teachers, Board Members and Administration all would like to see more involvement by the local business community.

**Parent/Community and Student Achievement:** The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

BCCHS incorporates the personal approach of one on one student-to-teacher interventions to school wide and department specific interventions. BCCHS has utilized a series of Common Formative Assessments (CFA's) to align and evaluate progress on key learning targets. BCCHS communicates this to parents utilizing Connect Ed phone calls and CFA report cards. They have a very systematic approach to analyzing, refining and targeting assistance for students. Students are informed about CST proficiency bands and scores required for CAHSEE passage. The school website informs students and parents about the exams and intervention opportunities. Counselors work with students to develop individual plans for success. The Aeries Student Information System allows parents the opportunity to view student progress and get missing assignment information from the teaching staff. The school is planning to roll out the instructions and passwords to parents at open house.

**E2.** To what extent is the school a safe, clean, and orderly place that nurtures learning?

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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Safe, Clean, and Orderly Environment:** The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

BCCHS has an efficient and dedicated facilities staff that work hard to keep the school grounds clean and well maintained as evidenced by the parent and staff survey. The school custodial staff and groundskeepers keep up with repairs and make sure the school is looking its best.

BCCHS maintains a safe campus by utilizing one entrance during school hours. This entrance is monitored by security and visitor pass and security check in are required. The school utilizes campus security, Deans and Campus Police to ensure that students have a safe environment. This is reflected in the parent survey and supported by interviews with parents, students and staff.

BCCHS are expected to follow a conduct code that is communicated to students and parents. This code is enforced by most of the school staff. BCCHS is working on the implementation and enforcement of a school wide dress code. The focus is inappropriate clothing, gang or drug affiliated apparel and clothes that are too revealing. They are seeing some positive results. The school has detention and tardy sweeps to encourage improved behavior and promptness. BCCHS has its students and teachers carry ID cards and deans, campus security and police are visible.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

BCCHS has worked to demonstrate concern for students and high expectations by making the staff more available. Teachers open their classrooms on Tuesday and Thursday mornings for individual tutoring, student and parent conferences, and office hours. Small Learning Communities (SLC's) promote individual recognition and provide students the opportunity to follow their interests. Special Education students and teachers are integrated into the BCCHS community. The Special Education Department works with its special education and regular education teachers to make sure students are receiving the support guaranteed in their IEP's. Gifted students are challenged in the wide variety of Honors and Advanced Placement (AP) offerings available at BCCHS. The School for Advanced Studies (SAS) that is beginning in the spring of 2012 will further promote rigorous academic coursework for a "large underserved population of achieving and underachieving gifted students. BCHSS provides credit recovery for students who fall behind with Aventa Online Learning. The school also uses "Read 180" and Twilight Intervention for students who struggle in Reading and Algebra A. The school is committed to pushing those students that are capable of high achievement and supporting those that are struggling.

**Atmosphere of Trust, Respect and Professionalism:** The school has an atmosphere of trust, respect and professionalism.

The teaching staff at BCCHS is relatively new. Approximately, 70 percent have been hired in the last three years. The school uses regular collaboration to deepen the sense of trust and collegiality. Teachers meet in the mornings on Mondays, Wednesdays and Fridays to address department, SLC, and entire faculty concerns. BCCHS has monthly teacher recognition dinners for exceptional teachers at a local restaurant. The administration demonstrates a commitment to the instructional staff by providing recognition at luncheons and breakfasts. The instructional staff holds morning meetings to discuss ways that they can support the certificated instructional staff. This is evident in the responses on the WASC staff survey.

- E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

BCCHS has been able to provide adequate personalized support for student health and welfare needs even in a time of growing budget cuts. The school has a full time nurse available during school hours. They have counselors and as school psychologist who can provide referrals through a Student Study Team (SST) process to mental health services. The school provides free lunch and breakfast to students. They have drop-out prevention counselors who monitor student attendance and step in when a student is absent for more than five consecutive days. The College Center is a great resource at BCCHS for students planning on pursuing post-secondary education.

**Direct Connections:** 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 services, and psychological and health services or referral services.

BCCHS has support staff available to assist students with health and academic success. They include, but are not limited to the following: Nurse, Hathaway House, School Psychologist, Counselors, Transition Specialist and the Drop-out Prevention Counselors. The school uses multiple measures to determine where student academic needs are located. CFA's, assessment results, CST, CAHSEE, are some of the measures that teachers utilize to allocate resources.

**Strategies Used for Student Growth/Development:** Strategies are 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. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

BCCHS depends heavily on the school wide CFA's to determine where students' needs are located. They have intervention and tutoring tailored to address gaps in this area. The SST process is utilized as well as IEP's for students who are already identified as in need of Special Education services. BCCHS has established a schoolwide instructional framework that focuses on *a system of individual student feedback, effective teaching in every classroom and building background knowledge for every student.* It was just instituted last school year.

**Support Services and Learning:** 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, for all students, including the EL, GATE, special education and other programs.

The first level of support at the classroom level takes place during Patriot time. Students who are not succeeding in class or passing CFA's are called in to the morning tutorial time. This can be done for individual students or as an entire class. They provide ELD courses that have ELD instructional assistants. They have courses in the Academic Disciplines that focus on ELD development. The EL population test scores improved by 72 points last year. Special Education students are integrated into the SLC's. There is a robust AP program that students are given access to all students regardless of their SLC.

**Equal Access to Curriculum and Support:** All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

The master schedule provides students with a rigorous curriculum and access to A-G courses. The school also provides AP/Honors, On Line Credit recovery, Twilight School, and Summer school to address the various needs of the student body. The Twilight program is for 9<sup>th</sup> grade students who have failed 2 or more classes in the Fall Semester of their freshman year. Counselors perform grade checks, graduation checks and monitor overall student progress. The SLCs also assist in addressing the various post-graduation paths of students. The SAS program that is starting spring of 2012 is one more way to address the unique needs of the student population at BCCHS.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Co-Curricular Activities:** School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Students at BCCHS are proud of their participation in their small learning communities (SLC's). They design floats for the homecoming parade. The ESLR's and academic standards align in Patriots CARE, which is a school acronym that connects school spirit with learning goals. CARE stands for Critical Thinkers, Academic Achievers, Responsible Citizens and Effective Communicators. The school uses CFA results, graduation rates, completion of A-G requirements, Student discipline and attendance data, statewide testing results, college visits and applications, teacher surveys and various other means to measure the student progress in these

areas.

**Student Involvement in Curricular/Co-Curricular Activities:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

BCCHS has a number of school sports teams. The school has facilities for their teams and competes in a league. BCCHS has a number of clubs and additional extra-curricular activities for students. Students must maintain a 2.0 average to remain a member of these athletic teams. They are also very proud of their Knights and Ladies and Leadership club. This requires a minimum 2.0 GPA requirement as well. The Band has grown from 26 members to close to 70. The Band director holds the members to high academic standards. There some evidence of student use of Patriot time to make up work and retake CFA's.

**Student Perceptions:** The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

BCCHS students find their counselors available and helpful. In general, the student survey indicated that students at BCCHS were very happy with the school. They felt that their teachers were available and accessible. Patriot time could be better used by the students who need it most. Students appreciate Patriot time. They feel that the students know it is there and those who want to take advantage of it are getting helped.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

BCCHS students, staff and parents are committed to making the school a success. The school has an atmosphere of mutual trust and respect. The Academies help to shrink a large school into smaller supportive learning environments. The work with Common Formative Assessments (CFA's) has made an impact on teaching and learning. The teachers, students and parents have a common way to view achievement in each discipline. It provides a way to focus intervention and use of Patriot time.

### **Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:**

It is important for the school to find ways to connect the academies to the community and the world of work. The Patriot time needs to be better utilized by students. It is important for them to

target those students most in need and get them there. They have begun to deal with this through the learning communities and phone calls home.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

CFA's were provided from various disciplines and examples of ways that information is disseminated to students and parents. Student and parent interviews were conducted that indicated that they appreciated the SLC's as a point of contact and community.

## Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

### General Comments:

BHS now known as BCCHS was given 7 critical areas:

- The school will develop strategies to encourage parent and community involvement in school improvement.
- The school will continue to address the high dropout rate and corresponding low graduation rate.
- The staff will continue to be exposed to a variety of instructional strategies through the staff development process
- The administration will increase the visibility of security on campus
- The district, site administration, and staff will continue to develop the Small Learning Communities (SLC's) to provide a "home" for every student on campus, as well as to improve student attendance and achievement.
- Standards-based lessons and assessments will be expanded in all core subjects/areas, and all grade levels.
- CAHSEE blueprints continue to be used to drive instruction

The mid-term WASC review that took place in 2008, stated that all action plans were being appropriately addressed. No additional action plans or recommendations are deemed necessary at this time.

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

### Schoolwide Areas of Strength (list numerically)

1. Students express a great sense of safety while on campus
2. There exists a culture of high expectations for all students which is validated by the raising of their API 43 points and academic performance in course work.
3. There is a systemic move towards increased rigor in all classes
4. Campus is well cared for and maintained
5. There is a strong sense of pride and satisfaction from staff that they want to be at BCCHS
6. Administration has a strong commitment to professional development

- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*

- ✓ Areas already identified by the school in the action plan sections
- ✓ Areas to be strengthened within the already identified areas



- ✓ Additional areas identified by the Visiting Committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

**Schoolwide Critical Areas for Follow-Up** (list numerically)

1. Implement a formalized certificated staff evaluation process
2. Maintain a written and electronic board policy manual and a process for approving administrative regulations and board policies. Maintain accurate board agendas and minutes as required by law.
3. Develop a comprehensive organizational chart for all staff, detailing the decision making process, roles and responsibilities.
4. Greater articulation between BCCHS and local community colleges and trade schools
5. Increase community involvement by exploring community perceptions in order to develop a comprehensive plan to strengthen BCCHS
6. Continue to explore methods to effectively communicate to all stakeholders

**Chapter V: Ongoing School Improvement (1–2 pages)**

- Include a brief summary of the schoolwide action plan
- Develop and implement systemic school wide instructional practices so that students demonstrate proficiency of CA State Standards aligned critical thinking skills in content areas to decrease the percentage of students who score Far Below Basic and Below Basic on the CA standards test, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.
- Develop and implement a school wide / discipline specific vocabulary program that is aligned to CA state/common core standards and accesses students' background knowledge to increase understanding, retention and application of curriculum in all content areas to decrease the percentage of students who score Far Below Basic on the CST, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.
- Implement policies and programs to increase students' knowledge, understanding and completion of the skills, requirements, and planning necessary to pursue post-secondary opportunities and show readiness for post secondary education by increasing graduation rate and the percentage of students who complete A-G requirements and by raising the school's passing rate on the CAHSEE.
- Implement policies and programs to increase awareness of civic and ethical responsibility, and promote positive school and community interactions school wide by increasing the attendance of students in co-curricular activities related to small learning communities and programs that directly impact the local community.
- Comments on the following school improvement issues:
  - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
    - ♦ Do the action plan sections address the critical areas for follow-up?
      - BCCHS developed an action plan for the 2012 WASC process. The WASC review team from 2008 noted that all action plans were being appropriately addressed. No additional actions plans or recommendations are deemed necessary at this time.
    - ♦ Will the action plan steps enhance student learning?
      - The 4 action plan/goals that BCCHS have developed directly relate to student achievement.
    - ♦ Is the action plan feasible within existing resources?
      - The action plan is well written to increase student achievement in several different areas. Due to potential budget constraints outside professional development opportunities might be limited.
    - ♦ Is there sufficient commitment to the action plan, schoolwide and system-wide?
      - It appears that there is an extreme commitment to the school wide action plan, and there is "buy in" from all staff. It was noted during departmental meetings and Focus Group meetings that all staff spoke to some aspect of

the action plan as well as what their contribution was to the WASC process and self-study.

- ✓ Existing factors that will support school improvement
  - The commitment to school improvement of administration, board, staff and other stakeholders is strong
  - Process to implement change is open to all stakeholders
  - Budgeting is carefully crafted to support action plan
- ✓ Impediments to improvement that the school will need to overcome
  - With almost 25% of the teachers being new to the school or the profession, professional development, if not carefully planned and implemented, could slow down the improvement process
  - With a staff and campus the size of BCCHS the area of communication and staff buy-in will need to be constantly monitored and adjusted
- ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.
  - BCCHS action plan identifies task, person responsible, resources, means to access and timeline. If this process is followed it will provide adequate monitoring of the school wide action plan.

