Birmingham Community Charter High School
Renewal Charter Petition

Submitted to the Los Angeles Unified School District

October 29, 2013

For the term July 1, 2014 – June 30, 2019
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AFFIRMATIONS/ASSURANCES

Birmingham Community Charter High School ("BCCHS" or the "Charter School") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity. Preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

Bill Parks, Lead Petitioner ___________________________ Date ___________________________
ELEMENT 1

EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

California Education Code Section 47605(b)(5)(A)(i)-(iii).

The contact person for the Charter School is Bill Parks, Chief Executive Officer (“CEO”) and Principal.
The contact address of the Charter School is 17000 Haynes Street, Lake Balboa, CA 91406
The contact phone number of the Charter School is (818) 758-5200.
The proposed address or target community of BCCHS is 17000 Haynes Street, Lake Balboa, CA 91406, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North.
The term of this charter shall be from July 1, 2014 through June 30, 2019.
The grade configuration is 9 - 12.
The number of students will be 3,200 each year for five years.
The grade level(s) of the students the first year will be 9 – 12.
The scheduled opening date of the Charter School is July 1, 2014.
The admission requirements include: residence in California.
The enrollment capacity is 3,200. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
The instructional calendar will be: August through May. Fall semester commences in August and finishes in December. Spring semester goes from January through May. The bell schedule for the Charter School will be: a traditional 1-6 period day with supplemental periods 0, 7, 8, and 9 offered on an optional basis.
If space is available, traveling students will have the option to attend.
**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**MISSION**

The mission of BCCHS is: Preparing students for college and careers with a comprehensive educational program that provides an innovative learning experience.

**VISION**

Students at BCCHS receive a rigorous education that prepares them for post-secondary academic and career goals. Students are active participants in the BCCHS community and graduate college-prepared and career ready, implementing the skills and knowledge they have gained during their four years of secondary education at BCCHS. BCCHS enables pupils to become self-motivated, competent, lifelong learners by reaching quantitative goals in the areas of improved literacy & numeracy. We develop enhanced skills in analyzing, synthesizing, drawing conclusions, accessing information, determining credibility, evaluating information, problem-solving, and using critical and creative thinking. We design and implement systems to help our students develop resiliency and internal gratification mechanisms which assist in addressing the needs of all students, including special populations of underachieving, gifted children, English Language Learners, children in foster care, economically-disadvantaged students and those students facing other barriers to educational achievement.

**PURPOSE AS A CHARTER SCHOOL**

BCCHS’s purpose as a charter school is to provide an outstanding educational program for
students that will prepare them for post-secondary higher education and careers. Our educational program provides high quality instruction, a broad variety of courses that equip students with skills necessary for success in a multitude of college programs and careers. We also follow fiscal and organizational management practices to ensure our longevity as a non-profit corporation accountable for use of public funds.

As an independent charter school, BCCHS thrives from greater flexibility and control of our school environment. We operate with elevated standards of behavior and respect among students and faculty. Every student is encouraged to take ownership of his/her own learning; every student receives instruction and has access to curriculum to prepare for a successful future in post-secondary higher education and careers. We continue to review and revise our curriculum, instructional strategies and operating practices to ensure high academic achievement and success for all students. As our data shows, our educational program reflects research-based proven practices that have increased the academic achievement of our students in almost every category. We have shown significant gains in school-wide achievement, but particularly in the curricular areas of science, social science and amongst our 10th grade students with higher CAHSEE pass rates in both English and math.

We are accountable and responsible for the use of our time, taking great pains to ensure the efficacy of our instructional program—both in the delivery of academic content and professional development of our teachers. Our school year calendar and daily bell schedules facilitate ongoing review, reflection, and revision of practices and strategies for our school community.

BCCHS has implemented placement exams for students in English Language Arts and Mathematics to ensure proper placement for incoming students. Every incoming student to BCCHS has been individually programmed in response to their historical achievement data and placement exam scores to ensure appropriate level in their educational program in English and Mathematics. BCCHS is developing an entrance preparation program for our students as well as additional optional exit requirements, such as senior portfolios and community service projects that allow students to demonstrate their readiness for post-secondary life. We continue to support the development and growth of our certificated personnel by scheduling time in the school schedule for collaboration, communication and planning.

BCCHS has made great strides to implement fiscal practices that ensure the fiscal well-being of our school. We have set budgetary priorities that emphasize the particular needs of our school community and efficiently utilize our school budget to achieve our educational goals. The BCCHS Governing Board and our Chief Business Officer monitor and review our school budget on a regular basis, reporting to stakeholders to ensure transparency and a collaborative process of resource allocation. The Governing Board Oversight committee monitors BCCHS compliance with all district, legal and reporting requirements.

SUMMARY

As an independent charter school, Birmingham Community Charter High School will continue to develop and sustain innovative programs and practices that will promote the success and well-
being of our students. We will continue improving the working conditions of all employees, and build upon newly established partnerships with our community, businesses, colleges, and universities. With our increased autonomy, we have made great strides for our students’ academic achievement as well as operationally as our own Local Educational Agency. The morale of our students, staff, faculty, teachers and community stakeholders reflect the overall rise in achievement for our educational organization. Being an independent charter school has inspired our creative spirit, allowing our students and staff to perform at higher levels and our community to be more actively involved in our progress.

GUIDING PRINCIPLES

Birmingham Community Charter High School is committed to creating a learning environment that encompasses the following guiding principles:

- Establishing and maintaining BCCHS as an academic learning community with high expectations for academic achievement and civic responsibility, where all students, faculty, parents and community members are valued for their individual contributions to the larger community.
- Providing systems of accountability wherein students and faculty are personally invested in their work to further the high standards and achievement of BCCHS.
- Providing personalized educational experiences tailored to the needs of all students. Stemming dropouts and addressing the individual academic, civic and social needs that will prepare students to enter the global community as skilled participants ready and able to achieve their post-secondary goals.
- Providing students learning opportunities that will translate into accessible skills and knowledge for post-secondary life.
- Designing programs around student needs and high academic standards. Utilizing faculty strengths and providing opportunities for growth in areas of weakness through programs that respond to all levels of students—high academically achieving as well as low achieving students—graduating all students career ready and college prepared.

ACCOMPLISHMENTS FROM PAST CHARTER TERM AND SHARED VISION FOR BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

Birmingham Community Charter High School is committed to preparing students for college and careers with a comprehensive educational program that provides an innovative learning experience. Our school community, including students, parents, faculty, staff, administrators, and community partners have made great strides toward achieving our mission in the past four years since our initial charter term beginning July 1, 2009.

BCCHS has:
- Raised our Academic Performance Index (“API”) by a significant 80 points since 2009, to an all-time high of 734 for the 2011-2012 school year
- Received a 6-year WASC Accreditation in Spring of 2012, the highest academic
certification rating possible

- Raised our graduation rate 12% from 77.5% in 2008 to 84.5% in 2012 and then to 89.2% in 2013.
- Held the distinction of the highest pass rate for the CAHSEE amongst San Fernando Valley High Schools: 85% for English and 88% for math for sophomores in 2012
- Continued to excel in 2013 with CAHSEE pass rates of 88% for English and 87% for math
- Created and implemented placement exams in literacy and math for incoming students to facilitate accuracy in programming
- Established a thriving School for Advanced Studies (“SAS”) for gifted and highly motivated students in grades 9-12
- Established an on-campus Opportunity School (“BOC”) for at-risk students
- Established programs for credit recovery for students behind in credits by two or more classes and at-risk of dropping out
- Implemented teacher-created Common Formative Assessments (“CFAs”) for all core disciplines through the school year
- Greatly increased the percentage of students achieving proficiency and advanced scores on the California Standards Tests
- Initiated the transition to instructional frameworks based on the Common Core State Standards
- Demonstrated steady gains in all curricular areas, as evidenced in CST scores
- Increased school-wide pupil attendance every year of the charter

As a renewing charter school of choice for our students and their families, our goal is to further develop learning or educational opportunities for students to apply their developing knowledge to real-world situations. We aim to prepare students for the practical challenges and experiences they will face in both post-secondary higher education and careers. To ensure our organizational success and the success of our students:

- we continue to monitor our gains and challenges with an eye toward revision and flexibility;
- we review and analyze data often;
- we respond appropriately and effectively to conclusions arising from the analysis of school achievement data; we meet the needs of our students and their families;
- and we operate a fiscally sound, economically efficient educational program.

We continue to engage our community stakeholders by individualizing instruction for students and actively listening to our faculty and staff. We continue attracting more students each year and developing student engagement by providing relevant, technology-based educational opportunities geared toward career opportunities. In so doing, we will graduate all of our students with competitive skill sets they can immediately employ in post-secondary higher education and careers.
BCCHS is committed to educating learners at all levels; we foster a learning environment that provides innovative strategies to engage students achieving at higher as well as lower levels. We achieve this by maintaining a safe learning environment in which students set high standards of effort and goals. We are responsive to the unique needs of all students, encouraging personal growth, civic responsibility and a personal investment in learning at BCCHS.

**Charter Renewal**

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

- The Charter School has exceeded its API growth target in the prior year or in two of the last three years, school-wide only. (Education Code Section 47607(b)(1))

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
<th>API Growth Target</th>
<th>Actual Growth</th>
<th>Met Growth Target Schoolwide and Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>734</td>
<td>5</td>
<td>12</td>
<td>No</td>
</tr>
<tr>
<td>2012</td>
<td>722</td>
<td>5</td>
<td>29</td>
<td>No</td>
</tr>
<tr>
<td>2011</td>
<td>695</td>
<td>7</td>
<td>43</td>
<td>No</td>
</tr>
<tr>
<td>2010</td>
<td>654</td>
<td>7</td>
<td>-11</td>
<td>No</td>
</tr>
<tr>
<td>2009</td>
<td>666</td>
<td>7</td>
<td>-3</td>
<td>No</td>
</tr>
</tbody>
</table>

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. (Education Code Section 47607(b)(2))

<table>
<thead>
<tr>
<th>Year</th>
<th>Statewide Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>3</td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
</tr>
</tbody>
</table>

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. (Education Code Section 47607(b)(3))

<table>
<thead>
<tr>
<th>Year</th>
<th>Similar Schools Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>6</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
</tr>
</tbody>
</table>
Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting two of the three possible criteria.

**Achievement Data – 2011-2012**

Our school has demonstrated remarkable gains despite some dramatic changes in our school demographic. Over the past four years, our percentage of students qualifying for free and reduced lunch has increased 20% (or 20 basis points) to 85%. In the same four years, our ethnic demographic has changed slightly with a rise in our Hispanic student population from 71% to 79% and a decrease in the percentage of students from all other ethnicities, including a 5% decrease in white students, a 2% decrease in our black population, 1% in our Asian population and a slight decrease among the number of Filipino students.

We continue to serve English Language Learner students, who represent 18% of Birmingham’s student population.

**Graduation Rate**

BCCHS’s graduation rate has risen steadily over the past five years from a low in 2007-08 of 77% to the current rate of 89.2% for the class of 2011-2012. We attribute this rise in graduation rate to an increased focus on intervention programs and individualized graduation checks for students. This past spring, we launched the Birmingham Opportunity Center (“BOC”) with a pilot group of students who completed individual coursework on a modified daily schedule. 50% of these students graduated on time and the remaining 50% are on track to complete the final graduation requirements this fall. An additional intervention launched in the 2009-2010 school year is the offering of credit recovery courses for students through the completion of coursework in online, virtual classes. Students attend virtual classes before and after school and during the school day to recover credits in order to graduate on schedule. These interventions have assisted in raising our graduation rate. Going forward, we are evaluating the efficacy of current programs and developing new programs to assist students on an individual basis with meeting all requirements for graduation.

**California High School Exit Exam**

In addition to our rising CST achievement, BCCHS has demonstrated strong gains in the first time CAHSEE pass rates for both English and math for our 10th grade students. In 2007-08, our 10th grade students had pass rates of 78% for ELA and 74% in math. The pass rates rose steadily each year culminating with a high in 2012-2013 of 88% in ELA and 87% in math. We are continuing our focus on strengthening literacy and numeracy as a basis in all content areas, but particularly in English and math to raise our first time CAHSEE double pass rates.
**Academic Performance Index**

In the 2012-2013 school year, BCCHS achieved an API score of 734, another rise of 12 points up from 722 in the 2011-2012 school year. That year was itself a gain of 29 points from the previous year (2010-2011) of 693. The API in 2010-2011 of 693 demonstrated the first significant gain over the prior year (2009-2010) of 43 points from 652. In historic terms, Birmingham High has raised its overall API by an unprecedented 182 points, from the low in 1999 of 552 over the past 14 years. Our increased focus on frequent monitoring of student achievement through teacher-created Common Formative Assessments (“CFAs”) has informed our professional development and instructional delivery to progress toward greater student mastery of content, reflected in our school-wide gains as well as data from subject-specific disciplines. We will continue to work hard to ensure continued rising performance in our API score over the next five years to meet our goal of achieving an API of 825 or higher.
Annual Yearly Progress (“AYP”)
BCCHS has made strong gains in AYP in the past five years. In the 2009-2010 school year, our first year of the charter, BCCHS achieved 8 of 18 performance measures for AYP – missing proficiency rates for English and Math school-wide and for each numerically significant subgroup. Additionally, we experienced a loss in our API and a decline in our graduation rate. As it was the first year of our charter, the school experienced a steep learning curve with self-governance, data management, curriculum development and instructional delivery.

In the 2010-2011 school year, our AYP increased to 10 of 18 measures, meeting our math proficiency target for Socioeconomically Disadvantaged students and raising our API by 43 points. At that time, we did not meet our graduation target, our proficiency targets school-wide, and proficiency targets for Hispanic and English Learner students. In 2011-2012 BCCHS showed marked improvement by meeting 17 of 18 performance measures for AYP. We met all proficiency targets both school-wide and for student sub-groups. Additionally, we again raised our API by another 29 points. Our graduation rate is the single measure for which we did not meet our target. Although we met our target graduation rate in almost every sub-group category, we did not meet our graduation rate for students with disabilities, falling 7.7 points short of the target for this subgroup.

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As a point of reference in comparable data, LAUSD schools did not meet their AYP performance measure for graduation rate in the 2011-2012 year with an average 64.75% graduation rate (target 65.89%) and 43.44% graduation rate (target 45.68%) for students with disabilities. BCCHS’s overall graduation rate was 84.5%, almost 20 points higher than the average for LAUSD and 10 points higher for students with disabilities (CDE Dataquest for 2011-2012).

Our efforts to raise our AYP are noted in the increase in proficiency for our sub-groups and rising graduation rate data over the past four years. BCCHS has made it a practice to examine data on a regular basis to inform instruction and identify learning gaps for our students. We have improved student achievement through our chief strategy of examining student assessment data frequently within departments to check for understanding and respond appropriately through data-proven instructional strategies to address learning gaps.

Last year, in 2012-2013, we dropped in our AYP because we did not meet our proficiency targets for our student subgroups. While we recognize the importance of ensuring all students meet proficiency targets, last year our school faced significant challenges with a change in school leadership, including the inaugural year of our new principal. A great deal of energy was spent on maintaining the overall well-being of our educational program in an accreditation year, with the removal of an ineffective leader. This required extensive time addressing concerns from outside our school program that had been building over time.

At this difficult time in the life of BCCHS, we did not meet our proficiency targets, showing slight decreases or maintaining near same proficiency levels as the prior year while the state's targets increased. Despite the year's challenges and drop in AYP, we achieved success in other areas of academic performance measures: we raised our graduation rate 5 points to 89.12, received a 6-year WASC accreditation and raised our API an additional 12 points. These significant gains indicate our school is making great strides to graduate all students prepared to enter post-secondary higher education and careers. This year, we are adopting a new program of professional development and curriculum alignment, Action Learning Systems, specifically to intensify efforts to raise proficiency in English in math. We fully expect to meet all subgroup proficiency targets in the coming year.

Sub-Groups Proficiency
BCCHS numerically significant sub-groups within our student demographic are Hispanic, English Learners, and Socioeconomically disadvantaged students. Beginning with the first year of our charter, in most sub-groups and school-wide, we demonstrated annual gains for both English and math proficiency, as indicated in the chart below. However, last year we experienced some decreases in proficiency for our Hispanic and English Learner students in ELA and math. At the same time, we experienced gains in math for our socioeconomically disadvantaged students. We are targeting instruction using Response to Intervention strategies for our English Learner students and in all English Language Arts courses in order to raise proficiency in these areas this year.
<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Basis Points/%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hispanic – Math</strong></td>
<td>39.3</td>
<td>46.2</td>
<td>38.9</td>
<td>40.1%</td>
<td>50.7</td>
<td>46.2</td>
<td>+6.9/+18.5%</td>
</tr>
<tr>
<td><strong>Hispanic - ELA</strong></td>
<td>47.4</td>
<td>46.1</td>
<td>43</td>
<td>41%</td>
<td>50.6</td>
<td>45.7</td>
<td>-1.7/-4%</td>
</tr>
<tr>
<td><strong>EL – Math</strong></td>
<td>26.4%</td>
<td>25.6%</td>
<td>21.6</td>
<td>21.5</td>
<td>47.1</td>
<td>21.3</td>
<td>-5.1/-19%</td>
</tr>
<tr>
<td><strong>EL – ELA</strong></td>
<td>31.2%</td>
<td>27.7%</td>
<td>26.9</td>
<td>11.9</td>
<td>43.5</td>
<td>7.6</td>
<td>-23.6/-76%</td>
</tr>
<tr>
<td><strong>Socioeconomic Disadvantaged – Math</strong></td>
<td>40.6</td>
<td>46</td>
<td>39.1</td>
<td>44.5</td>
<td>48.1</td>
<td>49.1</td>
<td>+8.5/+21%</td>
</tr>
<tr>
<td><strong>Socioeconomic Disadvantaged – ELA</strong></td>
<td>46.2</td>
<td>48</td>
<td>44.0</td>
<td>43.2</td>
<td>47.7</td>
<td>49.2</td>
<td>+3/+7%</td>
</tr>
<tr>
<td><strong>Schoolwide - Math</strong></td>
<td>43.2</td>
<td>48.2</td>
<td>40.5</td>
<td>44.5%</td>
<td>51</td>
<td>49</td>
<td>+5.8/+13%</td>
</tr>
<tr>
<td><strong>Schoolwide - ELA</strong></td>
<td>50.6</td>
<td>48.3</td>
<td>45.5</td>
<td>45%</td>
<td>50.1</td>
<td>50.3</td>
<td>-.3/NC</td>
</tr>
</tbody>
</table>

**California State Tests**

In every curricular area, we have shown a rise in the number and percentage of students achieving Advanced or Proficient on CSTs. These charts illustrate the rise in student achievement for each area. In the past four years, we have developed a system of CFAs to measure student performance in each core discipline. Teachers create assessments that are administered multiple times each semester. In department meetings, grade-alike and course-alike groupings, teachers examine the assessment data and use their own students’ performance data to inform and modify instruction to ensure student mastery. This regular review of data and implementation of a common assessment across disciplines has resulted in the rise in our student achievement. This past year, we increased the number of assessments offered in each semester to better monitor student progress. Going forward, we will continue to develop CFAs that reflect the new Common Core State Standards, ensure high levels of rigor and high student achievement. We will also utilize data findings to inform instruction in teacher peer pairings and to refine grading and assessment practices within departments and course-alike and grade-alike groupings.
### AP Exams

BCCHS continues to prioritize our AP program by increasing course offerings each year. The number of students who take AP Exams has increased each year over the past five years as has our overall passage percentage of students scoring at least a 3 or better. In comparison to both California and world-wide AP exam data, which have both shown declines in the past five years, BCCHS has shown gains.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS %</td>
<td>38.2</td>
<td>35.2</td>
<td>38.4</td>
<td>38.6</td>
<td>41.5</td>
</tr>
<tr>
<td>California %</td>
<td>64.4</td>
<td>64.3</td>
<td>63.7</td>
<td>64.5</td>
<td>63.5</td>
</tr>
<tr>
<td>World %</td>
<td>61.1</td>
<td>60.2</td>
<td>60.2</td>
<td>61.5</td>
<td>60.8</td>
</tr>
</tbody>
</table>

### Data Conclusions

BCCHS has demonstrated great gains in every curricular area over the past five years. Our API, achievement in AYP, scores from California Standards Tests, our WASC accreditation report, our Charter School Division performance reviews from LAUSD, and a variety of other measures show that indeed, BCCHS has overall positive gains to accomplish its mission of “preparing students for college and careers with a comprehensive educational program that provides an innovative learning experience.”

### WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

The term of this Charter will begin July 1, 2014 and expire June 30, 2019

Birmingham Community Charter High School, serving grades 9-12, strives for academic excellence, articulation between grade levels, and stability and continuity in our community. Our student body in 2013-2014 is ethnically, racially, linguistically, culturally, and economically diverse and represents over 95 zip codes in LAUSD.

BCCHS has implemented “wall-to-wall” Smaller Learning Communities (“SLCs”) to engage students in relevant coursework to prepare them for post-secondary life. Students in SLCs study specific curriculum focused on but not limited to the following areas: medical and science; digital and print media and communications; performing and visual arts; business and technology; creative and liberal studies with child development, early education and training. Evidence indicates that SLCs can narrow the achievement gap between traditionally high-achieving, affluent students and traditionally underrepresented, lower achieving students of lower socioeconomic status.

“Concerned by minority students' perennially lagging academic achievement, a panel of 20 scholars released a report last week that outlines a comprehensive strategy that they say can bridge the learning gaps between black and Hispanic students and their higher-achieving white and Asian counterparts... They advocate a multi-pronged effort that calls for establishing more supplementary and afterschool learning opportunities for minority children, developing teachers'
mastery of their subjects, building students' trust in their schools and teachers, providing challenging academic work for students, and teaching in ways that build on what students already know.”

Building trust among students is one of the research panel’s foremost strategies to close the achievement gap, and one tested strategy to build trust and personalization among students is through the implementation of Smaller Learning Communities. According to Jane L. David in the article, “What Research Says about Smaller Learning Communities”2, when examining longitudinal research studies surrounding the impact of Smaller Learning Communities, “Researchers found more positive climates in the new smaller schools, including more personalized relationships for students and collegiality among teachers, compared with traditional comprehensive high schools.” (84) Through SLCs, students developed a sense of trust and security within their learning environment, which in turn, resulted in more positive learning outcomes for the students. Additionally, “Lee and Smith (1997) analyzed data from the National Educational Longitudinal Study (NELS:88) and found that schools with 600-900 students and those with 900-1200 students show slightly higher gains in reading and math achievement than either smaller or larger high schools.” (84) Smaller Learning Communities resulted in higher academic gains for students in English and math. With that aim in mind, all 9th grade students (approximately 800 students) are enrolled in the Freshman Academy while 10-12th grade students are enrolled in one of five SLCs. Enrollment in each of these SLCs ranges from 400-600 students.

Every SLC is developing and refining Career Pathways for students to gain hands-on training and exposure to careers including job shadowing and internship opportunities. Research suggests that curriculum that provides students with access and skills for future careers serves to better engage them in learning and decreases the trend of students otherwise at-risk for dropping out. “Students achieve better (higher grade point averages, increased test scores, higher graduation rates, increased college and university enrollment) when there is an increase in academic course taking of CTE students but within a curriculum integration framework—and when CTE students are placed in smaller learning communities (such as career academies) that have well-defined career pathways (Castellano et.al., 2004; Stone and Aliaga, 2003).” Toward that end of ensuring academic success for our students, we will continue refining and enhancing our CTE pathways within our SLC school design. BCCHS will also continue to create academic groupings that meet the learning strengths and challenges of our students and the local and national trends in economic development and growth.

The target student population for BCCHS includes students who will engage in our comprehensive educational program that provides opportunities for academic, social and emotional growth through a broad college and career preparatory education. A comprehensive educational program with diverse academic course offerings is accessible to all students, including students achieving at a level significantly below their peers, mid-range students,

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gifted and talented students, students receiving special education or related services, Limited English Proficient students, and students who are members of ethnic groups under-represented in colleges and universities.

The demand for our educational program has risen steadily over the past four years with a growing waiting list. This is evidenced in the implementation plan for BCCHS to increase enrollment by 220 students to 3,200. We continue to innovate in our instructional practices, attracting students and families from all over the San Fernando Valley and areas throughout Los Angeles. The most recent census data from the year 2010 includes the following demographic information for the surrounding neighborhood and former attendance area for BHS according to http://www.census.gov:

<table>
<thead>
<tr>
<th>Ethnicity*</th>
<th>Census Data – Year 2010</th>
<th>Basis Points/Percentage Change (2000-2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic (Multiethnic)</td>
<td>55.6%</td>
<td>+5.6%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>56%</td>
<td>+6%</td>
</tr>
<tr>
<td>Black</td>
<td>5.4%</td>
<td>-.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.8%</td>
<td>+.8%</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own Residence</td>
<td>42.8%</td>
<td>+2.8%</td>
</tr>
<tr>
<td>Rent Residence</td>
<td>57.2%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Median Income</td>
<td>$50,178</td>
<td>+$13,178</td>
</tr>
<tr>
<td>Living Below Poverty Line</td>
<td>14.2%</td>
<td>-.8%</td>
</tr>
<tr>
<td>School-Aged Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 5-14</td>
<td>6,855, 13.2% of population</td>
<td>+2,355</td>
</tr>
<tr>
<td>Education Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some College or Higher</td>
<td>49.6%</td>
<td></td>
</tr>
<tr>
<td>High School Diploma</td>
<td>26.1%</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Percentages exceed 100% because families marked more than one ethnicity.

In the year 2010, there were nearly 6,855 children aged 5-14 in the Lake Balboa neighborhood (formerly the Southeast section of Van Nuys) which represents the current and future target group for our educational program. BCCHS is the only public, comprehensive high school in the Lake Balboa neighborhood. In most cases, the families in our area live at a socioeconomic level of lower-middle class to middle class. Their children attend neighborhood public elementary and middle schools in Board District 3; these families are looking for a strong, comprehensive high school that will prepare their children for post-secondary higher education and careers. They apply to special programs, such as magnet programs to benefit from smaller class sizes and innovative, specialized educational programs. Some families do make economic sacrifices to send their children to costly private schools. It is our aim at BCCHS to provide these families with a strong public secondary educational program by maintaining competitive and comprehensive program offerings, keeping lower class sizes and providing relevant, engaging curriculum.
**Demographic Information for BCCHS, Lake Balboa, CA**
*(For 2012-2013, including grades 9-12)*

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Educational Focus</th>
<th>Student Achievement Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,923 Students</td>
<td>College and career readiness; with a focus on:</td>
<td>API – 734 (2013)</td>
</tr>
<tr>
<td>79.9% Hispanic 7.6% White 2.4% Filipino 1.6% Asian 7.3% Black</td>
<td>• medical and science studies digital and print • media and communications • performance and visual arts • technology and business</td>
<td>Met AYP - No</td>
</tr>
<tr>
<td><em>EL – 485/2,712 = 17.9%</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title 1 (free/ reduced lunch) = 85% (+19% since 2009)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The number of EL students is for the 2011-2012- school year. The other demographic data is for the 2012-2013 school year; EL student numbers may change when 2012-2013 EL data becomes available.

**Birmingham’s Enrollment Implementation Plan**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>10</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>11</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>12</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>Total</td>
<td>3,200</td>
<td>3,200</td>
<td>3,200</td>
<td>3,200</td>
<td>3,200</td>
</tr>
</tbody>
</table>

This enrollment number will remain the same for five years.
The data included above was taken from the California Department of Education Dataquest website and is the most recent data available from the 2012-2013 school-year. In addition to all the high schools within a two mile radius, we have included other high schools that are the closest geographically which most closely resemble Birmingham in the number of students enrolled, ethnic demographics and population of students designated as qualifying for free/reduced lunch, as Special Education and as English Learner.

**WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY**

The purpose of education today is to prepare people to lead productive lives in an ever-changing and globally complex world. Graduates must have a solid foundation of learning that enables them to grasp complex concepts, to learn advanced skills, to utilize technology and to apply knowledge and skills to varied future contexts.

More and more, advances in Internet Technology and other means of rapid communication, as well as instant access to information (24 hours a day, 7 days a week), continue to change the way people communicate, learn, and work. Today, work involves a global perspective and requires instantaneous results, forming new types of communities, networks, and relationships. Therefore, an educated person in the 21st century must be prepared to adapt along with an ever-evolving economic landscape. An educated person in the 21st century knows how to continue learning and using skills in new and as yet, undefined, unchartered ways to address the complex challenges of tomorrow.

A critical component of a 21st century education is access to relevant, high quality career training and instruction in technical skills in a field or discipline of choice. Therefore, students require a wide variety of opportunities to develop the skills, knowledge, and traits that are in high demand in an expanding global economy. An educated person of the 21st Century, therefore, will:

- Use self-knowledge to identify learning goals and needs

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- Be capable of collecting, analyzing, interpreting, disseminating, and evaluating information
- Have strong knowledge of computer and digital literacy and technology
- Use inquiry and design-thinking to solve problems innovatively
- Have multi-faceted educational experiences, including exploring one’s own creativity
- Think critically and creatively
- Have educational experiences that provide career technical training from introductory through advanced levels
- Communicate ideas and concepts effectively through varied modes for diverse audiences, purposes and contexts
- Work collaboratively with flexibility and resiliency

Upon graduation, our students will have:

- Gained knowledge in academic disciplines as defined by California Common Core State Content Standards and frameworks;
- Mastered the cognitive and learning skills that will enable them to use this knowledge in college and other post-secondary settings;
- Internalized values that will enable them to be productive and responsible citizens, personally invested in their roles as members of local and global communities;
- Developed talents and abilities through a variety of learning opportunities that prepare them to reach their educational, career, personal, and social goals.

HOW LEARNING BEST OCCURS

Edgar Dale’s Cone of Learning demonstrates how important it is for students to be actively engaged in learning; that is, students who say something to show their knowledge and skills (give a talk, participate in discussion) retain 70% of what they have learned while students who say and do an activity (perform a play, simulate a real experience, do the real thing itself) to show their learning retain 90% of that information. Therefore, BCCHS provides an individualized, standards-based education for all students that stresses student engagement and ownership of learning. We strive to involve students in the activity of learning in every discipline so that they retain their knowledge and are able to apply that knowledge to new situations outside of the classroom.

At BCCHS, the classroom is a rich, evolving environment, and we consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. We know that students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas of growth. We are

actively developing programs through our SLCs that provide students with opportunities for real-world learning experiences.

Relevance is vital for student engagement and application, as is providing a context-driven curriculum with ample opportunities for project-based learning. Context-driven, cross-curricular, integrated lessons and activities allow students to recall and utilize what they know already and apply that prior knowledge to new experiences. Thus, they are able to build a complete understanding of more complex and integrated concepts reflective of the world in which we live, with confidence, greater engagement, greater risk and personal investment. Rather than segmented and compartmentalized learning, students engage in cross-curricular pathways within SLCs connecting educational experiences across disciplines. Within SLCs students have opportunities to engage in real-world learning contexts that will evolve seamlessly into a learning pathway in higher education and/or career training. As students mature and matriculate from one level to the next, they each work toward the goal of being an independent, life-long learner.

BCCHS’s educational program develops ability in reasoning and is calibrated to grade level, maximizes time in meaningful learning activities which students can apply to myriad learning and performance contexts; develops reading and writing for content area literacy; and integrates technology so that students are prepared to compete in a technologically advancing society. BCCHS embraces innovative teaching methodologies, proven best practices, ongoing professional development, reflection and discussion of student achievement data and corresponding adjustments to teaching practice, flexibility and transparency in an educational organization to ensure student growth and high levels of academic achievement. In addition to our belief that all students can learn and perform at high levels, we also embrace student learners of all ability levels and types. We provide opportunities for students of all ability levels to demonstrate growth and mastery of a variety of skills to prepare them for success in post-secondary life.

BCCHS will ensure:

- Each student is held to high standards and has access to rigorous curricula and quality instruction that is intellectually challenging.

- All students have access to the core curriculum.

- All students have access to highly qualified certificated personnel.

- Instructional resources support Common Core State Standards and are culturally, linguistically and developmentally appropriate for every student.

- Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their skills and knowledge.
• Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.

• Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.

• Educators understand and apply strategies for closing the achievement gap.

• All students have access to learning paths that support college and career goals.

• Students have access to targeted intervention programs that are standards-aligned. Student placement in such programs is based on specific, recent data about student progress. Student progress is assessed and reviewed frequently, and clear exit criteria are set.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

Providing a standards-based, content-rich, comprehensive educational program allows students to avail themselves of myriad learning experiences and opportunities. Our SLCs are varied and speak to student interests in growing industry careers in technologically advancing fields. We have six established SLCs, three of which have solid career pathways. We are still developing programs within our SLCs to best meet student needs and provide them with hands-on learning within growing career pathways. To that end, we invested over $100,000 in a medical lab classroom this summer to provide students with access to over 100 medical career paths. In the coming year, we will invest a substantial amount of time, planning, resources and equipment in the development of STEM classrooms and technology in response to the global trend toward developing STEM technologies. By responding to students’ needs immediately, effectively and with relevant, engaging curriculum and learning experiences, we are preparing our students to become self-motivated, competent, lifelong learners.

A TYPICAL DAY FOR BCCHS STUDENTS

When the mission and vision of BCCHS is fully realized, the educational program offers a flexible and comprehensive education for students at all levels of achievement. Students engage in curriculum that is relevant and prepares them for post-secondary higher education and careers. Students take ownership of their learning by being engaged, self-directed, focused participants of the school community. A visitor to our campus will see student learners engaged in a specific schedule of courses and activities cohesively embedded within their SLCs in order to ensure progress toward graduation and preparation for post-secondary goals.

The regular school day will continue to include periods 1-6 for the majority of BCCHS students. Some students may opt to take six courses beginning and ending earlier in the day periods 0-5 or later in the day periods 2-7. For example, most students will continue to enroll in periods 1-6,
however some students may begin with a zero period and end their studies after period 5. Another student may begin their school day at 3rd period and end after 8th period, still completing six complete class periods each school day. Students enrolled in our School for Advanced Studies enroll in periods 1-6 as well as a college course which meets A-G requirements before or after school for additional credits.

Within each of the six distinct SLCs, visitors will observe teachers integrating instruction between English, math, science and history core disciplines, utilizing proven strategies to address gaps in literacy. Teachers stand at their doors between passing periods, chat with their SLC colleagues to check in about students they share and discuss SLC activities occurring that week.

Visitors will see students within SLCs who are known, who do not slip through cracks in a large educational program. They share physical space, hallways, bathrooms, lockers, classrooms, teachers, counselors and friends. These students share before and after school activities, advisory periods, assignments, study strategies, and homework. Visitors will see students who belong and who are accountable for their progress toward graduation within a cohort of students working toward a shared vision and goal within a common community.

In the Freshman Academy, the largest SLC, visitors will note that 9th graders remain within two shared hallways throughout the day and congregate before and after school, during lunch and passing periods. They talk with their peers, their teachers and counselors, easing into the rigors of high school within the nucleus of the Freshman Academy. These students are engaged in hands-on experiential learning beginning in their 9th grade health courses during visits to the school’s medical lab where they are introduced to the broad spectrum of medical career paths.

In each of the five other SLCs, visitors will see students engaged in project based learning and hands-on CTE activities reflective of the goals and stated curricular focus of that SLC. Performance and Visual Arts students rehearse lines and choral pieces in practice spaces. Technology and Business students engage in Eco-CADD architectural design software utilizing software for developing urban plans; Medical Athletic Science and Health students practice wrapping sprained ankles and working as athletic trainers in preparation for post-secondary physical therapy and nursing programs; Media Academy students design digital layouts and graphics for school-wide publications and study computer hardware and software to prepare as Information Communication Technology (“ICT”) professionals. Creative and Liberal Studies students debate and engage in inquiry-based investigation into pedagogical theory of early childhood development.

Visitors to BCCHS will see students engaged in relevant curriculum that provides multiple opportunities to develop skills and knowledge requisite for post-secondary life. With our varied and comprehensive program, most students begin their school day before period 1 and finish well after. They engage in sports, clubs and activities, earn community service hours, attend tutoring, internships, and college courses. Visitors will see focused and engaged students, preparing to move forward to post-secondary higher education and careers.

Varied schedules, individualized programming, on-task and hands-on learning, engaged students,
compelling, flexible and innovative teaching strategies, such as Direct Interactive Instruction, small groups, socratic seminars, reciprocal teaching, project-based assessments and team teaching, are just some of the things a visitor to BCCHS will see upon touring our campus. Visitors will also see a community whose stakeholders exhibit respect for self, others and their environment, and who take ownership of their responsibilities to the learning community as students, teachers, staff and leaders. They will see students who go to their courses focused and prepared to learn so that they can reach their post-secondary goals. Visitors will also see a staff of certificated, classified and administrative employees invested in the success of students, colleagues, and Birmingham. They may see examples of collaborative teaching, cross-curricular projects, analysis of CFAs, and SLC-based student support systems, both structured and informal. Visitors will experience the respect and pride that both adults and students have for BCCHS and the commitment that ensures the beautifully landscaped, clean campus as a safe and enriching, positive learning environment.

**INSTRUCTIONAL PROGRAM**

**Assurances for Allocation of Resources**

BCCHS allocates all resources to facilitate student achievement and implement our mission. BCCHS ensures:

- All teachers are highly qualified, as defined by the standards in the CTC and the California Standards for Teaching Professionals, and effective in developing and delivering curriculum and instruction that encourages students to meet and/or exceed proficiency in Common Core State Standards for English, Math and Literacy for other disciplines.

- All administrators are highly qualified and effective, as defined by the standards in the California Professional Standards for Educational Leaders.

- Curricular materials are available, adequate, utilized by students, aligned to state standards, and culturally, linguistically and developmentally appropriate.

- Response to Intervention plan provides a comprehensive approach to meet students’ learning and achievement needs and to help students reach and/or exceed proficiency in Common Core State Standards.

- Students have access to technology that is current and supportive of the learning process. Additional information can be found in the Instructional Technology section on page 57.

- Students have access to classrooms and learning labs that are clean, safe and updated regularly to meet with current standards for technology.

- Students have equal access to resources.

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• Facilities and grounds are safe, clean, and well maintained to ensure access to educational resources.

• Materials and other resources are monitored to ensure they are allocated to students for whom they were intended.

• Accurate records are maintained to ensure an accountable and transparent system of resource allocation.

• Stakeholders annually review, assess effectiveness, and revise resource allocation according to student and community need and BCCHS’s mission, vision and goals.

Standards-Based Curriculum and Instruction

BCCHS’s curriculum focus is aligned with the Common Core State Standards for English and math and literacy in social science and science. Instructors in other disciplines such as Foreign Language, Performing and Visual Arts, Technical Arts, and Physical Education utilize innovative instructional methods aligned to state content and Career Technical Education standards. Teacher-created CFAs in each department are aligned to these standards in order to assess student mastery of benchmark concepts and skills.

We maintain and update curriculum as needed in order to meet diverse student needs and to expose students to concepts, events and themes from multiple perspectives.

CURRICULUM

BCCHS offers a rigorous, college-preparatory education that fosters student mastery of California Common Core State Standards in English and mathematics and literacy for social science and science. We continue to utilize the California State Content Standards in foreign language, fine and technical arts, and physical education. Though most students will follow the scope and sequence of courses listed below, some students will enter BCCHS ill-prepared to succeed in these courses. Therefore, as a key component of establishing an educational program that both prepares students well for post-secondary goals and addresses their unique needs, placement of enrolled students in courses will occur after students take required diagnostic placement exams in both reading comprehension and mathematics following admission to BCCHS.

Scope and Sequence of Courses by Discipline Table

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Core)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 9</td>
<td>English 10</td>
<td>Am Lit/Cont</td>
<td>ERWC</td>
</tr>
<tr>
<td></td>
<td>H English 9</td>
<td>H English 10</td>
<td>Comp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>H Am Lit/Cont</td>
<td>AP Eng Lit</td>
</tr>
</tbody>
</table>

Birmingham Community Charter High School Renewal Petition
Submitted to Los Angeles Unified School District October 29, 2013
Course Descriptions

English 9 and 10
These courses are designed to build upon the students’ prior knowledge of grammar, vocabulary, word usage and mechanics of writing. Students will be exposed to expository text, novels, plays, poems and the social/philosophical context for world literature.
The 9th grade course introduces students to various genres of literature with writing exercises linked to the reading selections. Through the benchmark and core assignments, designed to correspond to the Common Core State Standards for English Language Arts, students learn literary analysis skills. Students also learn to write expository, analytical essays related to both literature and informational texts and to become skilled in oral expression through individual and/or group presentations.

The 10th grade course extends students’ analytical and interpretive skills through learning about tonal analysis in literary and informational text. Students will further develop their composition skills to include analysis of two works of related text. Students will develop and expand their research and presentation skills through original research projects including short, documented essays.

English – Grade 11 (American Literature/Contemporary Composition)
The 11th grade course integrates American literature and the composing skills needed for expository, reflective, narrative and persuasive essays. Students improve their critical thinking skills as they determine the underlying assumptions and societal values presented in American literary works and discover the connections between historical events and movements/trends in literature. Oral discussion, written composition, and participation in research projects are integral parts of the course. The course may follow a chronological development of literary movements or a thematic arrangement that surveys a wide range of works by American writers.

English – Grade 12 – (Expository Composition)
The 12th grade course places primary emphasis on critical analysis of literary and informational texts. Integrated with the literature component is a college-prep writing course designed to refine students’ writing skills. Students compose a personal essay to meet the requirements of college and/or career applications. The course focuses on non-fiction, scholarly and formal writing and uses texts selected from a variety of authors, both classical and contemporary. The text choices provide students with the philosophical, ethical, social, and political contexts necessary for them to address the reading and writing requirements of college and/or career.

Algebra 1
In this course, students study principles of Algebra through critical area sequences focusing on mastery of specific core concepts. Students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. Subsequent units build on students’ prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities.
They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit. Students also build on their knowledge from prior units, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions. Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

**Geometry**
Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work. Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students’ work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles. Students’ experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

**Algebra II**
Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

**World History**
This course examines the major turning points in the modern world from the late 18th century to the present. Topics include: the Enlightenment, the Industrial Revolution, Imperialism, the rise of Nationalism, World War I, the emergence of Fascism and Communism, World War II, the
Holocaust, Cold War and other post-World War II events. Contemporary world issues such as globalization, economic interdependence, terrorism and world cultures will also factor into our analysis of international conflict and cooperation. The Common Core State Standards provide both the framework and pace of this class.

**US History**
This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the United States as a world power, the Cold War and the struggle to achieve class, ethnic, racial, and gender equality. The course extends to the modern day. Contemporary world issues such as globalization, economic interdependence, terrorism and world cultures will also factor into our analysis of international conflict and cooperation. The Common Core State Standards provide both the framework and pace of this class.

**Government**
U.S. Government is a study of the institutions of American government. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism. (Taken with one semester of Economics)

**Economics**
Economics is a study of the operations and institutions of economic systems. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory. (Taken with one semester of U.S. Government)

**Biology**
This college prep biology course is designed to be a one-year laboratory course that introduces students to the concepts of modern biology. This course utilizes a hands-on laboratory/activity approach to introduce the students to the main concepts and principles of modern biology. Topics included in this biology course are general science, biochemistry, cell biology, human physiology, cell reproduction, heredity, evolution, taxonomy, and ecology are explored. Emphasis is placed not only on biological theories, but also on the evidences for such theories and the methods by which this evidence is gathered.

**Chemistry**
Chemistry is the study of matter and how it changes. Students investigate the course material through lab work, problem sets, projects and demonstrations. Students will be exposed to practical applications of scientific concepts.

**Physics**
Physics is the study of different forms of energy and the physical changes which they produce in
matter. The course focuses on mathematical models and laboratory study of the principles of motion, forces, energy, heat, sound, light, and electricity and magnetism.

We are developing a program of professional development to smooth the transition to the Common Core State Standards for English and Math with targeted implementation strategies for teachers in these disciplines. We have adopted the Action Learning Systems program as a key component of equipping our teachers to implement the Common Core State Standards. In particular, Direct Interactive Instruction is a research based instructional delivery model that guarantees best, first instruction for CCSS mastery. In each core discipline, teachers develop standards-based writing prompts that integrate Close Reading and focus on a three-pronged approach to literacy in the content areas: building knowledge through content-rich non-fiction, reading and writing that is grounded in evidence, and regular practice with complex texts and academic language. In addition to our new program of professional development and curricula implementation, we continue to administer Common Formative Assessments four times annually. These CFAs are aligned in format and content to the Common Core State Standards.

Articulation with feeder middle schools has greatly improved to ensure accurate and current student records are transferred to BCCHS with enrollment information in order to correctly place students in English and math courses. Therefore, students are properly placed from the beginning of their educational program at BCCHS. As part of our Response to Intervention program, we offer support and alternative curriculum in English and math courses for those students who demonstrate lower academic performance as measured by Common Formative Assessments in core discipline courses, grade level promotion rates, diagnostic placement exams and Measurement of Academic Performance and Progress (“MAPP”) assessments in English, math and science. BCCHS continues to:

- Focus the Charter School’s resources on student learning and achievement of the Common Core State standards.
- Form active alliances with families, employers, community members, and policymakers to promote student learning and ensure accountability. Birmingham has several active partnerships to support families with varying social needs to promote positive learning and home environments for students. Partnerships include providing parent education courses (PIQUE – Parent Institute for Quality Education), ESL courses for parents of English Learners, Hathaway-Sycamores House Family Resource Center, Student Success Team referral process through our academic counselors in partnership with classroom teachers and parents.
- Form collaborative communities with middle schools, colleges, businesses and industry partners, to provide off-site learning opportunities, internships, teacher training, intervention, mentoring, and vertical as well as horizontal articulation with our community feeder schools and universities. (e.g. Band mentorship partnership with Sutter Middle School, SAS concurrent college enrollment with Valley College, business and industry affiliates within the
• Eliminate traditional time barriers to student success by considering flexible calendars, schedules and programs, such as: enrichment and intervention extended day classes, on-line tutorials, high school preparation camps, advisory classes, block scheduling, freshman parent and student orientation, strongly encouraged parental participation through donation of time, expertise, supplies or other involvement opportunities.

• Offer real-world experiences for students to learn about higher education and career options through curricular pathways, school to career opportunities, community college fairs, volunteering, community involvement in senior project assessments and other collaboration with businesses and community.

• Maintain SLCs, including Freshman Academy, MEDIA Academy, Creative and Liberal Studies, Medical Athletic Science and Health, Performing and Visual Arts, Technology and Business Academy.

• Establish high standards for student achievement by expecting all students to master rigorous academic content.

• Use curricula that are challenging and relevant and which cover content in depth.

• Provide creative outlets in the visual and performing arts.

• Use multiple forms of assessment to meet individual needs including development of common grading practices, common rubrics and benchmarks for authentic assignments and interdisciplinary projects that provide both horizontal and vertical articulation among courses.

Graduation Requirements and Course Sequences

All students must accumulate a minimum of 230 credits in grades 9-12, pass the CAHSEE and meet proficiency standards as determined by the State of California to graduate with a diploma. Students must complete the following required coursework:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>40 credits (a-g requirement b - 4 years)</td>
</tr>
<tr>
<td><strong>College Preparatory Math</strong></td>
<td>20 credits (a-g requirement c – 3 years)</td>
</tr>
<tr>
<td><strong>Laboratory Science</strong></td>
<td>20 credits (a-g requirement d – 2 years)</td>
</tr>
<tr>
<td>Biological Science AB</td>
<td>10 credits</td>
</tr>
<tr>
<td>Physical Science AB</td>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>30 credits (a-g requirement a – 2 years)</td>
</tr>
<tr>
<td>World History AB</td>
<td>10 credits</td>
</tr>
<tr>
<td>US History AB</td>
<td>10 credits</td>
</tr>
<tr>
<td>Economics/Government</td>
<td>10 credits</td>
</tr>
</tbody>
</table>
Visual Performing Arts AB  
Technical Arts AB  
Health  
Physical Education  
Electives  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Performing Arts AB</td>
<td>10</td>
</tr>
<tr>
<td>Technical Arts AB</td>
<td>10</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td>75</td>
</tr>
</tbody>
</table>

TOTAL 230 credits

*Students are not required to take a third or fourth year of mathematics in order to graduate, which would fulfill the c and g requirements for UC/CSU admission.

Credit may only be earned in classes not previously passed. Credit is not given if classes are taken to raise a grade from a “D” or above. Repeat classes do not replace previously earned grades; therefore, all grades are averaged in determining GPA. Students taking Honors and Advanced Placement courses will earn extra grade points as determined by the BCCHS Governing Board. A maximum of ten (10) credits may be earned for school service toward graduation. Students are to be enrolled in no more than one school service course per semester. Grade promotion will be determined by credits earned and proficiency of grade level English courses as follows:

Grade 9 to Grade 10  
Grade 10 to Grade 11  
Grade 11 to Grade 12  
Graduation

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 to Grade 10</td>
<td>55</td>
</tr>
<tr>
<td>Grade 10 to Grade 11</td>
<td>110</td>
</tr>
<tr>
<td>Grade 11 to Grade 12</td>
<td>170</td>
</tr>
<tr>
<td>Graduation</td>
<td>230</td>
</tr>
</tbody>
</table>

*Graduation requirements may change as determined by the Governing Board, and may necessitate a material revision to the charter.*

Our graduation requirements include meeting most a-g UC/CSU admission requirements, which enables students to complete all requirements within four years. Transfer students transcripts are analyzed for a-g and graduation requirement deficits by counselors upon enrolling in BCCHS. All students have opportunities and access to enroll in concurrent courses at the college level and through credit recovery programs to fulfill any deficits and ensure they can meet a-g and graduation requirements on time.

**Research Proven Instructional Methods**

According to researchers reviewing a meta-analysis by Robert J. Marzano of 100 research reports on instruction, there are nine categories of instructional strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels.” They are:

1. Identifying similarities and differences

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2. Summarizing and Note-Taking  
3. Reinforcing Effort and Providing Recognition  
4. Homework and Practice  
5. Non-linguistic Representations  
6. Cooperative Learning  
7. Setting Objectives and Providing Feedback  
8. Generating and Testing Hypotheses  
9. Cues, Questions and Advanced Organizers  

As a result of these research proven instructional categories, BCCHS is developing systems to ensure practice of these strategies with fidelity in every classroom. Teachers discuss these instructional strategies in professional development meetings in departments and grade-alike groupings. They plan lessons and units and model instruction that incorporate these strategies. Faculty share ideas and innovative adaptations of these strategies into their courses, and they share outcomes of the strategies in subsequent meetings in tandem with data analysis. For example, as a result of co-planning amongst grade and department level groupings, all courses set clear expectations and learning objectives in their syllabi and course descriptions at the beginning of each semester as well as in daily lessons. Teachers are encouraged to utilize student-centered instructional approaches such as cooperative learning, active learning through generating and testing hypotheses in labs and experimentation. Instructional rounds, addressed later in this element, are one way that teachers observe one another to get ideas and encourage one another to use these strategies with fidelity. Graphic organizers and graphics (non-linguistic representations, advanced organizers, notes and charts identifying similarities and differences) offer visual indications of student learning through these strategies. Teachers frequently examine areas of content area deficiency by looking at assessment data to identify areas where these instructional strategies need to be applied or adapted depending on the course.

Instructional strategies utilized to deliver curriculum include, but are not limited to, the following:

- Using technology in the classroom—for both instructional delivery and independent student mastery of concepts and project completion  
- Project-based assignments and assessments  
- Career-technical education vis-à-vis hands-on experiential learning  
- Common grade-level assignments, assessments and rubrics  
- Grading scales aligned within departments  
- Intervention techniques and procedures for low-achieving students  
- Differentiated instruction for gifted and high-achieving learners  
- Differentiated instruction for EL learners  
- Differentiated instruction for each special population  
- Interdisciplinary instruction, projects and assessments  
- Integration of classroom assignments and experiential learning such as field-trips and assemblies  
- Independent research projects/ independent study units and extension activities  
- Team-teaching across grade-levels and subject areas  
- Curricular steps and unit plans created by vertical teams
Strategies for addressing multiple learning modalities including visual, kinesthetic, and auditory

Student tracking, reflection and goal-setting utilizing assessment data

Core curriculum vocabulary

Common assessment Tier 1, 2, and 3 vocabulary

Structured and informal peer-support of at-risk students

Identifying and practicing study skills and habits of highly effective students

Reading groups and literature circles

Partner and small group activities including peer feedback

Reciprocal teaching in partners and whole class discussions

Socratic seminars

**Instructional Rounds**

Teachers use the above strategies to varying degrees and depending on the contexts in their classrooms. For example, socratic seminars, reading groups and literature circles are more easily facilitated and adapted to humanities-based courses. Strategies such as partner and small group activities, reciprocal teaching in partners and whole class discussions are well-adapted to any curricular area. Different courses and content areas lend themselves to different instructional approaches best fitting the specific learning needs of students. We aim to increase the transparency of instruction within every classroom. To that end, we are implementing instructional framework rounds: peer observation walks in which teachers visit their colleagues’ classrooms regularly and identify and observe effective instructional strategies in use. This will serve as an innovative way to inform faculty within departments of the types of instructional approaches being used to bring students to content mastery. These rounds or visits are informative and not evaluative in nature.
BCCHS Instructional Framework

1. System of Individual Student Feedback
   I. Track student progress on learning goals using formative assessments
   II. Design learning goals for each course and redesign report cards
   III. Implement new report cards in stages

2. Effective Teaching in Every Classroom
   I. Ensure effective pedagogy & develop "language" of instruction
   II. Teachers use model & "language" of instruction
   III. Teachers observe master teachers applying model
   IV. Monitor effectiveness of individual teachers

3. Build Background Knowledge For All Students
   I. Identify academic terms for every course
   II. Implement academic vocabulary program school wide using common approach
## 2013-2014 BCCHS Instructional Framework Rounds

<table>
<thead>
<tr>
<th>Instructional Norm (No more than 8)</th>
<th>Indicators (No more than 5 per Norm)</th>
</tr>
</thead>
</table>
| Teachers will establish a "Learning Target" for every lesson based upon their content standards and pacing guides. | • A Learning Target is posted  
• A Learning Target is regularly referenced or linked during instruction  
• When asked, those students present can explain what the Learning Target is in the lesson |
| Teachers will check for student understanding (CFU) during the instructional portion of the class period. | • Students give a verbal response when a CFU Strategy is used  
• Students give a non-verbal response to a CFU Strategy  
• Random CFU Strategy is used  
• Partner share out is demonstrated  
• Other strategy is evident |
| Teacher uses/builds upon student prior knowledge during the lesson.                               | • Prior knowledge of students is regularly used during instruction  
• Students apply or demonstrate prior knowledge, the content, or Learning Target via "real life” examples |
| Teacher incorporates a high level of rigor and student engagement in the lesson.                   | • At least 70% of students present are actively participating in the lesson  
• Students are in collaborative groups working together  
• Students are presenting or leading instruction independently or in groups  
• Higher level “Bloom's Taxonomy” student participation is evident |
| Teacher is using academic vocabulary aligned to their content standards and grade level expectations. | • Content vocabulary is evident in the classroom (ex. Word Walls)  
• Graphic Organizer(s) is used for instruction of content vocabulary  
• Students can effectively use content vocabulary during instruction, class discussion, or in their written work |
Instructional Technology

BCCHS provides a learning environment which includes integration of relevant technology in a variety of forms school-wide. In an effort to better integrate technology resources into the classroom, all teachers receive iPads for wireless access to online content. Teachers utilize these tablets to deliver content as applicable and to communicate with parents and students remotely.

BCCHS continues to provide technology resources and training for students and staff. We use innovative technologies to make instruction more effective and facilitate the exchange of knowledge across myriad contexts, arenas for discussion, and learning communities. In the coming year, teachers will engage in instructional rounds using technology via an iPad “app” to communicate what they observe in their peer-classroom visits with colleagues in their departments and SLCs. As technology advances, we model its mastery and use among our faculty for our students. Our vision of instructional technology use provides students with the skills that will facilitate their seamless transition into higher education and careers. Currently, BCCHS provides students opportunities for mastery of software programs they can translate into career-ready skills.

For the 2013-2014 school year, BCCHS will have three new computer learning labs with Internet access (2 PC labs and 1 Mac lab each equipped with 36 computers). Our school library is equipped with 60 PCs for regular class use and for student use before and after school. Additional technology access includes 17 teachers with Mac Laptops and LCD projectors in their classrooms to facilitate online learning and instructional delivery. Additional laptops, LCD projectors, Smart boards, and “smart” technology and software are available to all faculty members on a loan basis. While we have had technology in each classroom since our initial conversion in 2009, this new investment in technology is a large step forward for our educational program to remain technologically current and provide relevant curriculum for our students.

With this increased access to technology, students demonstrate mastery in navigating online websites, utilizing software programs such as MS Office Suite, Adobe Creative Suite, video editing software such as Final Cut Pro, Eco-CADD architectural design software, visual arts animation software, and construction technology software. Students regularly utilize Internet resources and create PowerPoint presentations that can be included in cumulative senior portfolios.

Parents are now able to access real-time attendance information, course grades and student assessment data via the Aeries Parent Portal online. Additionally, students are trained in visual and performing arts technologies, including operation of theater lighting systems and sound boards, using high-end professional grade video cameras for filming, creating personally designed websites, and publishing their work online to shared and private forums.

In the 2012-2013 school year, BCCHS launched new software programming courses to begin development of our IT career pathway strand in the Media SLC. In this course, students learn the computer hardware and software skills, including security and networking concepts, needed to
help meet the growing demand for entry-level ICT professionals. We will continue to develop this strand in partnership with a broader STEM curriculum within the MEDIA SLC in the next year.

BCCHS is developing opportunities for students to master and train other students in various technologies and related skills. Technology will be used to provide greater opportunities to engage students in cross curricular, college-preparatory and career activities and projects. Additional learning goals for applied technology include: information-gathering, exchanging diverse ideas and improving access to information and developing the ability to determine the credibility of online information. Teachers will share lessons and best practices on the Charter School’s website and will use email as one way to interface with their colleagues.

Technology use supports school learning outcomes by allowing students to share the products of their learning with school and global communities, now accessible through the Internet. Students develop skills in project management, web logging (blogging), and web design through CTE courses as well as in the everyday instructional activities of their core courses. Our students will present interdisciplinary senior projects to parents and community members and publish web logs containing portfolios of their work. These activities promote communication between BCCHS and parents and continue students’ investment in their learning.

Limited state budgetary resources for technology create a need to pursue business and educational partnerships and grants that can support our technology equipment and resource needs. Our grant writer, with support from selected staff, will assist the BCCHS community with developing these partnerships and setting up training and presentation opportunities.

Future Curriculum Enhancement

BCCHS will respond to the evolving needs of our students and their families with curriculum that prepares them for post-secondary higher education and career goals. To that end, we are developing programs within each SLC to incorporate more CTE pathways that provide access to internships, project-based learning and that enable students to develop soft-skills for employment such as time-management, written and oral communication skills, organization and strategic goal setting. We will utilize community partners such as the Birmingham Alumni Association to foster real-world connections for students to bridge the gap between conceptual learning and hands-on application.

Curriculum enhancement will reflect the following:

- Flexibility with regard to student schedules

BCCHS provides flexibility for students to enroll in courses periods 0, 7 and into a modified school day based on their individualized learning needs. Students struggling to meet requirements of attending the regular school day, who are failing most or all of their classes, are referred through the Student Success Team, a parent conference and review by the school psychologist to the Birmingham Opportunity Center, in which they attend a partial school day until they are able to demonstrate success with fewer courses and a more personalized learning setting. Students
meet minimum instructional minutes’ requirements by attending four on-campus classes and two independent study courses as part of a program of blended learning. ADA is calculated as it is for all other courses at BCCHS.

- Programs that foster skills to prepare students for post-secondary goals, such as establishing internships and community partnerships
- Increased articulation with feeder schools and post-secondary institutions
- Increased CTE pathways for students in every SLC (e.g. solar installation and green technologies in Tech-Business, pre-law and criminal justice in CAL Academy, construction technology in Tech-Business, Lighting and sound design in PVA) A chart with examples and timeline is provided later in this element on page 66 under “CTE Pathways and Timeline to Implementation”.

Project-based benchmark assignments for students in grades 10-12 who are enrolled in a specific SLC will allow each student to demonstrate proficiency in the career pathway as is done in the standards-based core curriculum. In addition, students can take extended day or university courses, which offer additional training in the career pathway. Parents and the community will become involved by providing access to guest experts, by becoming SLC community partners drawing on their life and professional experience and by mentoring students. Students will have the opportunity to demonstrate their career pathway skills and knowledge through demonstrations to parents and the community at Back to School Night, Open House, Senior Project and Academy Nights. The School Leadership class will plan extracurricular activities that focus on various career pathways. Career Day and College Night will also focus on businesses and universities that offer career pathway opportunities. School counselors, the college counselor and designated career advisors will meet with students to ensure they meet graduation and career pathway requirements. Students will graduate with both a diploma and an academy certificate.

**ORGANIZATIONAL STRUCTURE DESIGNED TO SUPPORT LEARNING GOALS**

**Small Learning Communities/Academies**

Extensive analysis of available data including student grades, standardized test scores, attendance statistics, discipline patterns, and additional demographic information indicates that various instructional design models are requisite for a campus with a diverse population like ours. In particular, data analysis indicates that the factors contributing to the categories relating to grade level performance are numerous and complex. According to the National Conference on State Legislatures, “Research overwhelmingly supports the notion that students in kindergarten through high school are more successful when they attend small schools. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, drug and alcohol use, and school safety. Moreover, smaller, more personalized learning structures seem to provide the setting for other high school reforms, perhaps because change is easier to implement in a smaller setting. In *Schools that Work: America’s Most Innovative Public Education Programs*, the author suggests that making schools smaller is the first step toward enhancing school conditions and improving student outcomes (1992). Analysis of various high school reform efforts also underscores “scaling down” as a common contributor for success.
Smaller schools can more readily provide students with mentors, tutors and advisors; make learning more meaningful by linking it to life-experiences and community; and provide adequate time and support for mastery of knowledge and skills.”

In order to provide small group instruction, encourage individualized learning strategies, track student data effectively, promote student achievement, and target intervention for under-performing students, BCCHS has implemented school wide SLCs. BCCHS can better address the needs of lower achieving students with smaller teacher to student ratios. SLCs promote greater student recognition, involvement, ownership of and positive identification with academic achievement.

According to the LAUSD report on SLCs⁶, “The aim of SLCs is to improve academic achievement, particularly for students attending low-performing schools, through more personalized and relevant instruction. The goal is for teachers to form relationships with students, keeping them engaged with school and performing well academically.”

Allensworth and Easton (2007) conclude that a strong relationship with the teacher and a perception that the course is relevant results in higher student attendance and that 9th grade attendance and course grades are powerful predictors of high school graduation. (Jane L. David 2008)

Over the past 4 years, since the inception of wall-to-wall SLCs, we have shown an increase in school-wide attendance, which we largely attribute to the increased accountability and personalization students have within SLCs. Additionally, we continue to increase our graduation rate, engaging students in more focused, specialized areas of study within each SLC. In the coming five years, we expect to fully implement hands-on certification programs within each SLC that reflect growing industry careers, enabling students to engage in real-world internships, job-shadowing, interviews, mentoring from industry professionals, and entry-level jobs while they are enrolled at BCCHS.

**How Students Enroll in SLCs**

All incoming 9th graders are enrolled in the Freshman Academy in order to assist them with the transition to high school and to equip them with study skills and preparation necessary to succeed in their secondary education. In the spring semester of their 9th grade year, each academy serving 10-12 grades holds an open-house and conducts class visits to solicit applications from all 9th graders. Students apply to their first and second choice of academies they consider to be the best fit for their academic, social, personal and professional goals. Academies then select students based on a number of factors. Every effort is made to ensure students are admitted to the SLC of their choice; however, in rare cases to ensure equal access and representation across SLCs, some students may be admitted to their second choice of SLC.

**Current Enrollment in the SLCs is as follows:**

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<table>
<thead>
<tr>
<th>Academy</th>
<th>Grades</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Academy (“FA”)</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Only</td>
<td>704</td>
</tr>
<tr>
<td>Creative and Liberal Studies (“CAL”)</td>
<td>10-12</td>
<td>386</td>
</tr>
<tr>
<td>Medical Academy with Science and Health (“MASH”)</td>
<td>10-12</td>
<td>398</td>
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<tr>
<td>Technology and Business (“T&amp;B”)</td>
<td>10-12</td>
<td>428</td>
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<tr>
<td>Social Justice (“SJ”)</td>
<td>10-12</td>
<td>365</td>
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<tr>
<td>Performing and Visual Arts (“PVA”)</td>
<td>10-12</td>
<td>416</td>
</tr>
</tbody>
</table>

**Freshman Academy**

The Freshman Academy of Birmingham Community Charter High School welcomes all incoming 9<sup>th</sup> graders, assists them as they make the adjustment to high school, provides a structured and supportive learning environment, and ensures a successful move from the 9<sup>th</sup> to the 10<sup>th</sup> grade. The Freshman Academy builds a strong sense of community among Birmingham Community Charter High School students, staff, and families and translates this greater sense of community into high levels of academic achievement.

The teachers, counselors, administrators and support staff of The Freshman Academy believe that students who have a sense of belonging and experience the support of committed adults in a cohesive community will stay the course all the way to cap, gown and diploma. With its focus on 9<sup>th</sup> grade students, faculty and staff of the FA are able to specifically tailor instruction and academy policies to fit the needs of 9<sup>th</sup> graders. Students in the FA have shown better attendance and pass rates in required courses than the other grades (10-12) collectively, which have resulted in higher levels of academic achievement for 9<sup>th</sup> graders, greater numbers of students moving onto 10<sup>th</sup> grade and lower numbers of at-risk students dropping out between 9<sup>th</sup> and 10<sup>th</sup> grades. So far this school year, the FA has achieved higher monthly attendance rates than all other grades, as indicated in the chart below.

<table>
<thead>
<tr>
<th>Month/ 2013</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>10&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>11&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>12&lt;sup&gt;th&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>97.9%</td>
<td>96.6</td>
<td>96.8</td>
<td>96.5</td>
</tr>
<tr>
<td>September</td>
<td>96.3</td>
<td>94.8</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>October</td>
<td>95.3</td>
<td>94.4</td>
<td>94.1</td>
<td>95.1</td>
</tr>
<tr>
<td>November</td>
<td>93.6</td>
<td>92</td>
<td>92.8</td>
<td>93.3</td>
</tr>
</tbody>
</table>

The FA offers a smaller, more personalized setting for students acclimating to the rigors of high school academia.

**Creative and Liberal Studies**

**Mission Statement**

The mission of the Creative and Liberal (CAL) Studies Academy is to stimulate instruction, scholarship, and creative works in the liberal arts that transcend traditional disciplinary boundaries. Teachers in the CAL Studies Academy will collaborate in an effort to construct a rigorous and enriching academic program that will foster a sense of community and prepare students for college. Teachers will uphold and participate in a culture of life-long learning by
attending annual conferences and symposia to stimulate the creation of new knowledge in the liberal arts and to disseminate that knowledge.

The CAL Studies Academy will strive to incorporate the humanities, social sciences, and natural sciences into a comprehensive curriculum that builds new knowledge and skills upon prior knowledge and helps students find relevancy to the world in which they live. The central themes and essential questions of the CAL Studies academic program will emphasize methodologies that encourage students to infer, interpret, conceptualize, define, or describe aspects of literature, philosophy, history, art, music, geography, and social sciences. The CAL Studies Academy is dedicated to education that addresses diverse cross-cultural, gendered, and global issues of contemporary concerns in the liberal arts.

Knowledge of the liberal arts enables students to understand the present and the future from an historical perspective that includes familiarity with the most profound original works of men and women who have helped shape our civilizations. The knowledge and skills acquired in the Creative and Liberal Studies Academy provide students with a foundation for careers in many different professions and for productive and rewarding lives as educated citizens.

**Medical Athletics with Science/Health**

MASH offers a curricular program focused around education and careers in the health and science fields. The goal of MASH is to embed health and medical related content into the core curriculum in such a way that students will organically develop an interest and drive to succeed within the world of medicine, science, or health and wellness. Courses and facilities such as the newly developed medical lab, reflect content specific to the career pathways offered through MASH including: medicine, nursing, crime-scene investigation and forensics, nutrition, Emergency Medical Technician training, research and laboratory science, theoretical sciences, environmental and computer sciences. Students engage in courses that offer a broad range of study to prepare them as critical thinkers who specialize in testing information for accuracy, repeatable results, and the broad implications of scientific study for our society. Additionally, students in MASH engage in extra-curricular activities such as Cal-HOSA, peer health advocates and philanthropic clubs supporting events like the Los Angeles AIDS walk, the Breast-Cancer Walks, and the Diabetes Walk.

**Media**

Media students will use and create digital media to engage the California Standards, with particular focus on English, the Digital Visual Arts, and Social Studies. They will make journalistic, informative, artistic, entertainment, and promotional content in audio, visual, and written forms. Our students will come to better understand the vast array of messages they encounter, how to make them and how to judge their veracity. They will study multimedia communication, produce it, and use its tools to learn: discovering in the most powerful way its virtues and failings, and that well or badly done it is the product of people, to be consumed critically and used cautiously.

**Performing and Visual Arts Academy**

The Performing and Visual Arts Academy offers students an outgoing, sequential, standards-based performing and visual arts curriculum at a rigorous level, implementing integration.
between all departments and disciplines. As a result of our involvement with the California Partnership Academy grant, we have developed strong co-curricular integration between English, science, history and our visual and performing arts courses. Students engage in thematic units that are reinforced within each discipline, culminating in a project based performance within the SLC. Within the PVA Academy, students are able to explore both performance arts, through theater production, acting, choir, orchestra, and band courses as well as the visual arts of design, photography, painting and drawing. It is the mission of the PVA to provide ample opportunities for students to develop their artistic abilities for the stage and the gallery while supporting curriculum in the core disciplines through an artistic lens. Students in PVA master state standards in the core disciplines as well as gaining mastery of artistic training and talent in either performance or visual arts pathways. This smaller learning community prepares students not only for a post-secondary university, conservatory or professional arts education, but also for the demands of the twenty-first century.

**Technology and Business Academy**
The Technology & Business Academy is focused on preparing students for a college degree and providing them the opportunity to gain the necessary skills to succeed in business. Professionalism is the focus, modeled in pathway classes in Architectural Design, Construction Technology, Environmental Science and Entrepreneurial Business. Self-reliance, ethics, teamwork, problem-solving, and presentation skills are emphasized. Students use professional computer applications such as AutoCAD, Revit, Photoshop, Sketch-Up Pro, and Excel. Future SLC possibilities include classes in website design, computer science, robotics, and a survey course in foreign languages and cultures for world travel and international business.

Within the Technology & Business academy is the smaller Eco Cad Academy. Eco-Cad Academy is a professional career academy modeled on Architecture as a visual & tactile example, within the school of Technology & Business. The Eco-Cad Academy emphasizes learning with creativity, problem-solving, teamwork, and presentation skills. Design and development of man-made systems in the natural world is the focus of projects in Human Ecology and Economy (Eco) with Computer Added Design and Computer Aided Drawing (Cad-A-Cad). The three-year course sequence explores design theory and technology as applied to real world examples in single-family residential design, neighborhood urban planning, and global enterprise. Eco-Cad students share common classes and projects across multiple fields of study which specialize in architecture and design. As an SLC, our small groups of students remain together throughout high school, where we implement personalization strategies that lead to a higher graduation rate.

**Technology & Business Pathways**
Construction Technology
Engineering Design

**Mission Statement**
The Technology and Business Academy is committed to working collaboratively with students, parents, and staff to ensure that all students:

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- Master the California Education Standards
- Are prepared for success by fully participating in one of the T&B Career Pathways
- Develop respect for themselves, their colleagues
- Acquire the value of labor
- Use technology effectively
- Meet BHS Graduation Goals

Advisories

A structural change to our bell schedule is the implementation of weekly grade-level advisory periods this fall, for which students earn five accrued units of elective credit over the course of the year (2.5 units each semester) for 60 hours of class and independent study work. Students in grades 9-11 are in pure grade-level advisory classes meeting once each week. In these advisories, teachers implement strategic English and math lessons to reinforce literacy and numeracy skills in response to assessment data showing areas in grade level standards where students lack proficiency. Students in grade 12 are programmed in advisories that are pure both in grade and by SLC. In grade 12, students work toward completion of a senior portfolio that demonstrates mastery of content standards in preparation for post-secondary college and career skills.

Advisories are a primary vehicle for creating a more personalized learning environment where all students are well known by at least one adult. Moreover, advisory provides a structure and a set of practices for monitoring and supporting students’ academic progress and college and career readiness throughout their high school career.

Advisory is a fundamental structure for high school students to develop key life skills, metacognitive skills, and habits of learning in support of academic achievement, postsecondary planning, personal growth, and interpersonal skill development. Advisories create a more personalized learning environment where all students are well known by at least one adult through weekly small group meetings and one-to-one interactions. BCCHS will implement weekly advisories within SLCs to increase personalization and deliver school wide content and practices in a uniform manner.

Adolescents stand at a crucial intersection in their social, emotional and academic development, and they need support to navigate the complexities of their high school years. Skills like analyzing academic data, setting and reflecting upon academic and personal goals, managing time, organizing materials, developing efficient study skills, acquiring effective communication skills, working collaboratively with others, problem solving and advocating for oneself become especially important during this time. Advisories provide the structure for students to have multiple opportunities to practice and rehearse these skills in an authentic setting with a peer group that supports each other, grows together, and learns from one another.

The following guidelines inform the structure and implementation of advisories at BCCHS. Advisories will:

- **Create Community**: Advisories serve as a safe space where students come together as a
peer group to support each other’s academic and personal goals, and future aspirations. Research shows that belonging to this kind of positive peer group increases the students’ attachment to school and reduces risk behaviors including school failure and dropping out.

- **Provide for Academic Advisement:** Advisories build students’ capacity to monitor their week-to-week academic progress and achievement. Through highly structured systems, processes and protocols, the advisor creates an academic culture where students become practiced in a set of skills that enable them to reflect on and analyze data related to their student profile and in turn set measurable academic, social and behavioral goals.

- **Provide Postsecondary Planning:** Advisories support all students to hold a vision for their future and assist them to build a postsecondary plan two years beyond high school. Key postsecondary milestones are identified for each grade level and advisors work closely with the SLC counselors on college and career planning to ensure that all students have an opportunity to plan for their future.

- **Create a context for Social and Emotional Learning:** Advisories help students strengthen social, emotional, behavioral, and cognitive competencies. Supporting students’ social and emotional growth and self-regulated behavior, in the context of a peer cohort, promotes self-discipline and group cohesiveness. Students learn a set of communication skills that help them take a problem solving approach to their day-to-day experiences.

BCCHS is implementing weekly advisories in the coming school year to address ongoing areas needing growth and to continue upward achievement in areas of success. With this innovation to our bell schedule, we better personalize instructional and graduation requirements for our seniors as well as provide more intensive literacy and math skills instructions for our students in grades 9-11. Through this school-wide effort, we are building another layer of teacher-student contacts to minimize students falling through the cracks. Students have a weekly academic advisor and advocate tracking their grades and weekly progress to minimize falling behind.

**Career Technical Education**

BCCHS is well on our way to providing a solid program of Career Technical Education for all students. Within the framework of SLCs, we are building programs that support industry-specific training to introduce students to career skills that they can use in post-secondary careers and advanced career training programs. Currently we offer solid 3-year CTE pathway strands in our MASH, PVA and TB academies. We have received CDE grant monies for the California Health Capacity Building Project to support careers in medical and health sciences. As a result of that program, we have established a Cal-HOSA team and club at BCCHS, competed in annual competitions, hosted a community health fair, and created a medical lab course and fully-equipped classroom in which students have access to medical technologies and training for over 100 medical careers. In our PVA SLC, students train on sound and lighting boards as theater and staging technicians. And in our TB Academy, students develop their architectural software skills as Eco-CADD students gearing up for careers in urban planning and architectural design.
We are developing new CTE course strands and career pathways for our CAL and MEDIA academies which will include early childhood education, graphic design and digital media and STEM education. All of our CTE strands will reflect growing industry trends, and ultimately, will provide students who complete all three years of their CTE strand with recognized certification in that industry sector.

The addition of a career education specialist this fall enables students to receive comprehensive post-secondary career counseling in partnership with our college counselor. Students are surveyed about post-secondary goals, including higher education and career interests and then receive individualized college and career planning and coaching. Our CTE programs are developing in response to student needs and trends in growing industry careers. Additionally, the newly established Birmingham Alumni Association is a vast network of professionals from successful careers. With their support, we are creating a pilot program for students to engage in career mentoring, job-shadowing, workplace visits, panel discussions, and internships to support their CTE classroom learning.

### CTE Pathways and Timeline to Implementation

<table>
<thead>
<tr>
<th>Smaller Learning Community</th>
<th>CTE Course Pathway</th>
<th>Timeline To Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Athletic with Science and Health</td>
<td>Pre-medicine, pre-nursing, physical therapy, sports medicine and 100+ other medical careers.</td>
<td>Currently Implemented 3-year course progression; newly created medical lab gives access to over 100 careers in medical and health science field</td>
</tr>
<tr>
<td>Technology and Business</td>
<td>Eco-CADD Design</td>
<td>Currently fully implement 3 year course progression</td>
</tr>
<tr>
<td>Technology and Business</td>
<td>Construction Technology</td>
<td>Current implementation has 1 year introductory course; developing curriculum for years 2-3 and will launch 2014-2015 school year.</td>
</tr>
<tr>
<td>Technology and Business</td>
<td>Solar Installation and Green Technologies</td>
<td>Planning and development stages. Year 1 foundation courses will launch 2014-2015.</td>
</tr>
<tr>
<td>MEDIA</td>
<td>Graphic Design and Web Design</td>
<td>Currently implemented 1-2 year course progression; final culmination year will launch 2014-2015.</td>
</tr>
<tr>
<td>Performing and Visual Arts</td>
<td>Lighting and Sound Design Tech</td>
<td>Planning and development stages. Year 1 foundation courses will launch 2014-2015.</td>
</tr>
<tr>
<td>Creative and Liberal Studies</td>
<td>Pre-law and Criminal Justice</td>
<td>Planning and development stages. Year 1 foundation courses will launch 2014-2015.</td>
</tr>
</tbody>
</table>
School for Advanced Studies and University Partnerships

The School for Advanced Studies is an accelerated program designed for highly motivated students. The SAS program provides enrichment opportunities, ongoing academic support, and flexible scheduling as students navigate a rigorous course program including honors, AP and college level courses while concurrently enrolled in secondary A-G courses required for high school graduation. Students enroll in a zero period college course on BCCHS’s campus, funded by the colleges, in addition to their regular period 1-6 courses. SAS offers rigorous academic coursework preparing students to submit competitive transcripts to the most prestigious universities. Students are admitted to the SAS program based on the following eligibility criteria:

1. Meets all four criteria below:
   - Explain meanings or relationships among facts, information or concepts that demonstrate depth and complexity.
   - Formulate new ideas or solutions and elaborate on the information.
   - Use alternative methods in approaching new or unfamiliar mathematical problems.
   - Use extensive vocabulary easily and accurately to express creative ideas.

2. Score of 85% or above on MAPP assessments in reading and math and/or on their Common Formative Assessments in English and math

3. Teacher verification through a letter of recommendation of mastery of the critical thinking and problem solving skills

Launched in 2011-2012 school year for 9th grade students, the SAS program has expanded to include all grade levels and representation in every Smaller Learning Community. Students are programmed individually in A-G requirement courses based upon their interests, but they are enrolled together as a cohort in college courses before and after the regular school day.

To implement the SAS program, BCCHS has a partnership with LA Valley College. BCCHS is actively seeking members of the university community with which to partner to improve secondary to post-secondary communication. We are investigating ways to implement university partnerships that will meet the needs of students, faculty and our university partners. We have a long history of partnering with California State University Northridge (“CSUN”) through the School of Education as many of our teachers in various disciplines have attended the Reading Institute for Academic Preparation (“RIAP”) training to boost reading and writing across the curriculum. Additionally, our Visual Arts Department interacts annually with the CSUN Art Department for the secondary level art show on CSUN’s campus. Several of our math teachers have also partnered with the mathematics graduate program at CSUN to bring graduate students to Birmingham’s campus to teach and tutor mathematics while supporting CSUN’s goal of training more teachers for Los Angeles schools.

We are surrounded with local community colleges and universities (Pierce, Valley, Mission)

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College, CSUN and UCLA) and recognize the benefit to our students and the community of fostering these relationships. We plan to continue the dialogue between college educators and our own faculty to ensure that our curriculum and teaching methodologies are preparing our students for entry-level college courses.

Faculty Leadership

BCCHS realizes the need for strong leadership to address the individual learning needs of all students. Improved student achievement requires shared leadership, both formal and informal, and shared accountability from staff, parents, students and community stakeholders alike.

BCCHS ensures:

- Educators are invested in a shared vision to develop policies, programs and practices that ensure the achievement of under-performing students. Educators are encouraged to collaborate, research, test, and evaluate data-proven instructional methods to ensure high levels of student achievement.

- Educators strive to address and close the achievement gap through their own development as professionals and through classroom instruction.

- School leaders engage community partners to provide resources to meet the educational needs of student groups and provide opportunities for students to learn and demonstrate skills within a real-world context.

- Community members are utilized as resources for implementing policies and practices to assist all students to meet or exceed state standards.

- Our leadership is guided by our vision that all students can achieve high standards, personal accountability, and academic excellence.

- We embrace changing demographics as opportunities to assess and adapt to the evolving needs of our students.

Professional Learning and Development

All faculty and staff are supported as developing professionals at BCCHS. Professional development takes place in many forms and settings with staff collaboration an ongoing element of the structure. In-service meetings, off-site professional conferences, workshops, hands-on technology training for implementation, and guest speakers in all disciplines are utilized to stimulate and inspire personnel, and are a necessary component of professional collaboration and development to improve our best practices.
Professional collaboration time is built-in to the professional development schedule to allow for development and implementation of effective instruction. Teachers meet at a minimum, weekly, in order to examine data, review instructional methods, plan lessons to bring students to mastery of Common Core State Standards, develop and enhance best practices, and identify areas of student mastery and deficiency. Ongoing and systematic analysis of student achievement data drives the instructional program and intervention planning, programs and practices. Instructors in all core disciplines have developed Common Formative Assessments (“CFAs”) to assess student progress toward benchmark performance outcomes. In departments, CFA data is shared in course-alike, grade level groupings to norm instructional practices, evaluate effective teaching methods, identify areas of deficiency and areas of mastery, and determine appropriate responses to student performance. As a result of sharing and analyzing this data, teachers have developed into collaborative groupings within departments and engaged in the ongoing discussion about how best to meet student needs. They share best practices, instructional resources and learn from one another as professional colleagues with the same mission in mind:

“Preparing students for college and careers with a comprehensive educational program that provides an innovative learning experience.”

BCCHS envisions a professional development system that addresses the specific needs of faculty and students working toward mastery of Common Core State Standards in English, Math and Literacy in all disciplines. All professional development supports an instructional program that is standards-based, academically rigorous, founded upon research and uniformly available to all students.

Professional Development will be created based on the following principles:

- Professional development arises out of student, faculty, and community needs and focuses on data-proven effective instructional practices.

- Curriculum and instruction arising out of professional development are appropriate and relevant to the school community.

- Professional development focuses on building instructional practices that will reduce the drop-out rate, engage learners at all levels, and will empower teachers to develop a variety of diverse instructional methods.

- Professional development engages faculty with their own student data to measure and address any teaching-learning gaps.

- Instructional change is a long, multistage process; shared expertise is the driver of instructional change; the focus is on system-wide improvement; good ideas come from talented people working together; clear expectations and responsibility for achieving them are shared by all.

Teaching faculty professional development topics will include:

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• Annual trainings on topics such as Child Abuse, Blood-Borne Pathogens
• Annual trainings on emergency preparedness and safety drills
• Annual trainings on Uniform Complaint Procedures
• Best practices
• Creating common assignments and rubrics for assignments
• Creating common quarterly and semester assignments
• Aligning grading scales
• Response to Intervention techniques for low-achieving students
• Differentiating instruction for gifted learners
• Differentiating instruction for EL learners
• Using technology in the classroom
• Using technology to enhance communication with stakeholders (parents, students, colleagues, etc)
• Creating interdisciplinary projects
• Creating pacing plans as horizontal teams
• Creating curricular steps and unit plans as vertical teams
• Innovating in the classroom
• Teaching strategies for multiple modalities
• Analyzing student achievement data
• Analyzing the implications of achievement data for instructional methods
• Developing programs for at-risk students
• Developing Career Aptitude Assessments and planning
• Sharing opportunities for growth in one’s discipline: upcoming conferences, research, lecture/seminar series, etc.
• Sharing in professional literature/reading groups
• Developing a structure for peer observation and feedback
• Developing assemblies and performances for students
• Improving the instructional program
• Developing strategies to improve parent involvement and parent-teacher communication

In the interest of improving accountability and professionalism, we will continue to utilize the current Stull form, and we will continue to refine the implementation of the Stull for continued professional development and teacher growth. We are developing additional measures of teacher evaluation including value-added student performance measures, peer review, self-reflection and incentive programs for teachers whose students demonstrate a rise in academic performance.

PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES ARE TO BE SELECTED

BCCHS demonstrates best practices by selecting curriculum, materials, and instructional activities that are aligned with our mission and vision. SLCs, departments, and individual
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certificated personnel enjoy a large degree of professional autonomy with accountability. They use their best professional judgment in accordance with California Common Core State Standards and in achieving high levels of student learning.

**Instructional Materials**

Advanced Placement ("AP") courses will utilize texts from lists approved or recommended by the College Board. AP teachers will submit syllabi for approval to both the College Board and administration prior to receiving authorization to teach AP courses.

Requests for additional, supplemental or new texts for individual courses may be submitted by teachers, who, using their expertise as professional educators, will follow protocols for text selection by submitting a rationale through their department for selecting a text. As the curricular focus within each discipline is on skills and information, texts will be relevant to and will evolve with BCCHS’ instructional program. They will be selected based on their pertinence to the course and the needs of the instructor to utilize the text to best meet the instructional needs of his or her students

**SCHOOL ENVIRONMENT**

BCCHS provides an environment conducive to high student achievement and a customized and accountable learning program. It is safe, orderly and supportive. BCCHS provides a variety of extra-curricular activities (band, choir, drama, thespians, comedy sportz, etc), clubs (Knights and Ladies, Key Club, Armenian Club, Latino Club, Crochet Club, Christian Club, Rock-It Science, Sports Medicine Club, French club, etc) and athletics (football, baseball, softball, soccer, lacrosse, swimming and water polo, basketball, volleyball, tennis, track and field, cross country, golf, and wrestling) to serve the social, emotional and physical needs of students. School-wide standards for students’ behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are systematically addressed through the Student Success Team ("SST"), tutoring and the Dropout Prevention efforts of all counseling staff and psychological service providers to minimize their levels. All faculty, staff, parents and students demonstrate collaboration and mutual respect to ensure a safe and productive educational learning environment.

BCCHS will ensure that Daniel Pearl Magnet High School students have access to all athletic and extracurricular program activities at no cost to students or the District, and that students will have access to use the physical education/athletic and other shared use space.

**Bell Schedules**

The regular school day includes periods 1-6, with supplemental periods (0, 7, and 8) for students who desire to take them.

The regular and professional development bell schedules were developed through a collaborative
process in response to stakeholder feedback to ensure time for planning, professional development, tutoring and flexibility for varied student needs. It incorporates an advisory period to increase personalization for students within SLCs and ensure access to CAHSEE preparation, college and career planning.

We also believe that in order for educators to learn from one another time must be set aside during the school day for certificated personnel to meet and reflect both in Smaller Learning Communities for interdisciplinary study and collaboration as well as within departments for vertical teaming and curriculum discussion and professional development. Our bell schedule reflects our priority to allow extended time both in SLCs and within departments for professional development on a weekly basis.

More quality time on task for students is essential to the success of BCCHS students. The bell schedule we have implemented offers, at a minimum, the number of instructional minutes (temporarily adjusted to current requirements within the California Department of Education through 2014-2015) required by Education Code Section 47612.5, or 62,949 minutes for schools offering instruction for grades 9-12. The number of required instructional minutes will return to 64,800 at the close of the 2014-2015 school year.
### REGULAR BELL SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>START</th>
<th>END</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7:30 a.m.</td>
<td>8:24 a.m.</td>
<td>54</td>
</tr>
<tr>
<td>Tutoring</td>
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<td>8:24 a.m.</td>
<td>54</td>
</tr>
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<td>1</td>
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<td>2</td>
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<td>4</td>
<td>11:43 a.m.</td>
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<td>5</td>
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<td>6</td>
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### TUESDAY BELL SCHEDULE

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<td>46</td>
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<td>Advisory</td>
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<td>2</td>
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<td>3</td>
<td>11:28 a.m.</td>
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<td>Lunch</td>
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<td>34</td>
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<td>4</td>
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</tr>
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<td>6</td>
<td>2:34 p.m.</td>
<td>3:20 p.m.</td>
<td>46</td>
</tr>
<tr>
<td>Tutoring</td>
<td>3:25 p.m.</td>
<td>4:00 p.m.</td>
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</tbody>
</table>

### MINIMUM DAY BELL SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>START</th>
<th>END</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:30 a.m.</td>
<td>9:08 a.m.</td>
<td>0:38</td>
</tr>
<tr>
<td>2</td>
<td>9:14 a.m.</td>
<td>9:52 a.m.</td>
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<tr>
<td>3</td>
<td>9:58 a.m.</td>
<td>10:36 a.m.</td>
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<tr>
<td>Break</td>
<td>10:36 a.m.</td>
<td>10:48 a.m.</td>
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<tr>
<td>4</td>
<td>10:54 a.m.</td>
<td>11:32 a.m.</td>
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<tr>
<td>5</td>
<td>11:38 a.m.</td>
<td>12:16 p.m.</td>
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<tr>
<td>6</td>
<td>12:22 p.m.</td>
<td>1:00 p.m.</td>
<td>0:38</td>
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</table>
Calendar

While we are committed to a minimum number of instructional minutes, we have altered our calendar to better meet the academic needs of our students. Many in our community - certificated personnel, parents and students - believe that the two weeks following winter recess leading up to final exams are difficult at best, and that much of the momentum for the fall semester is lost. Accordingly, our school year begins in mid-August and ends in late May. Such a calendar allows for the first semester to conclude prior to winter break.
### FALL SEMESTER - 2013

<table>
<thead>
<tr>
<th>JULY</th>
<th>AUGUST</th>
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<tbody>
<tr>
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### SPRING SEMESTER - 2014

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<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
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<tr>
<th>MARCH</th>
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<th>MAY</th>
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</table>

Legend:
- Regular School Day
- Late Start
- Pupil Free
- Holiday
- Minimum Day
- Unassigned Day
- Finals
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Summer School - Credit Recovery, SAS and High School Readiness

BCCHS operates its own 4-week summer school to provide credit recovery for students falling behind in credits who are at risk of falling behind their grade level and/or who are at risk for dropping out. Students in the School for Advanced Studies (“SAS”) are enrolled in select summer school courses in order to allow greater flexibility with course scheduling during the school year when they are concurrently enrolled in AP, Honors and College-level courses. BCCHS is developing a summer pilot program to provide high school readiness skills in math and literacy for incoming 9th grade students achieving at lower academic levels as evidenced by their matriculating grades and MAPP assessments in English and math.

Students in the high school readiness program are strongly encouraged to attend summer classes from 3-4 weeks. Research\(^7\) shows that students from both lower income brackets and minority backgrounds, who would otherwise lose academic ground during extended breaks from school, show measurable gains in academic growth and achievement with longer periods of learning. By instituting a 3-4 week summer institute for incoming students, we aim to close the achievement gap for students achieving at Below Basic and Far Below Basic levels.

CLOSING THE ACHIEVEMENT GAP

BCCHS is committed to closing the achievement gap for our underrepresented student groups. To that end, we are developing programs to implement research proven strategies to close the achievement gap for these students.

According to, “All Students Reaching the Top, Strategies for Closing Academic Achievement Gaps: A Report of the National Study Group for the Affirmative Development of Academic Ability”\(^8\):

To move all students to the top by 2014, the National Study Group concludes that efforts at the affirmative development of academic ability should be guided by the following educational experiences in homes, classrooms, schools, and communities for all students:

- **In local communities, attention should be given to socializing young people to the specific behavioral and dispositional requirements of high levels of academic work and to the explication of examples of what such efforts and products look like.**

---


BCCHS’s development of a successful 9th grade Smaller Learning Community along with the summer high-school readiness program enable our incoming students to quickly identify and understand the high levels of academic work that will be required of them in high school.

- Because academic success is associated with community and family environments that strongly support academic development, families and communities should be strengthened in their capacity to provide a wide variety of supplemental education supports for the academic and personal development of children.

Families of BCCHS students are supported through a variety of programs: parent education courses for navigating the educational system and English language development classes for parents, opportunities for connection with administrators and school leadership at quarterly Evenings with Administrators, grade-level parent meetings every year, support networks with other parents through the Parent-Teacher-Student-Association.

- Schools and other educative institutions should give greater attention to the promotion of feelings of trust in our schools, trust in the people who staff these institutions, and trust in the processes by which teaching and learning transactions are managed.

BCCHS is actively moving toward greater transparency with community stakeholders through new leadership, enhanced and more immediate communications and responsiveness to engender feelings of trust within our school.

- Schools can reinforce the belief that high levels of academic ability should be recognized as a universal civil right—a right that should not be compromised by fear of being stereotyped based on one’s identity or the social division to which one is assigned.

BCCHS does not tolerate acts of harassment, including acts of harassment based on race, color or national origin. BCCHS is committed to having a school environment free from all harassment on the basis of race, color and national origin. Harassment based on race, color and national origin is prohibited at all academic, extra-curricular and school-sponsored activities.

- Attention should be given in schools and classrooms to reconciling the possible tensions between the several purposes of education—intellect development, skills development, and moral development (Wallace, 1966)—and the political agendas of diverse learners, to the end that academic learning can be seen as compatible with the purposes that inform those who must do the learning.

- Increased opportunities should be created for continuous exposure to high-performance learning environments in which children successfully experience high expectations and joyful but rigorous challenges that are at the growing edges of their zones of proximal development—the areas just beyond each student’s learning comfort zone.

BCCHS aims to challenge and engage students at their zones of proximal development through hands-on, rigorous and relevant curriculum and learning activities. We provide broad access to a
variety of courses along with a strong measure of student choice to select their course of study in an SLC that aligns to their strengths and interests for optimal academic achievement and Career Technical Education to prepare them for post-secondary life.

- **Teaching and learning in the classroom should reflect a balanced focus between the content and processes that are expected to be mastered and the metacognitive understandings and strategies that are essential to making sense of one’s experiences.**

- **For students, time and effort must be devoted to learning tasks that are relevant to the knowledge and skills to be mastered.**

BCCHS is committed to providing data-driven instruction that is rigorous, relevant and tied to Common Core State Standards, which ensures that students relate to and reflect on their learning experiences and that they are moving toward skill and knowledge mastery.

### ANNUAL GOALS AND ACTIONS IN LINE WITH THE STATE PRIORITIES

<table>
<thead>
<tr>
<th>Charter School Annual Goals and Actions to Achieve State Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priority #1.</strong> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
</tr>
<tr>
<td><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #1</strong></td>
</tr>
<tr>
<td>BCCHS will:</td>
</tr>
<tr>
<td>1. Employ a staff of fully credentialed certificated faculty</td>
</tr>
<tr>
<td>2. Assist faculty in moving toward fully credentialed status</td>
</tr>
<tr>
<td>3. Hire fully credentialed faculty</td>
</tr>
<tr>
<td>4. Properly assign all teachers</td>
</tr>
<tr>
<td>5. Ensure transparency with parents and students as to NCLB “highly qualified” status of faculty members</td>
</tr>
<tr>
<td>6. Ensure that every pupil has sufficient access to standards-aligned instructional materials</td>
</tr>
<tr>
<td>7. Ensure that school facilities are maintained in good repair</td>
</tr>
</tbody>
</table>
aligned textbooks for every core discipline

7. A. Conduct regular review and maintenance of school facilities
B. Streamline process for facilities repair and maintenance requests among staff and faculty

**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #2</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
</tr>
<tr>
<td>1. Develop a system of Professional Development to support teachers in the transition to CCSS</td>
<td>1a. Adopt a program of Professional Development (Action Learning Systems) to support transition to CCSS</td>
</tr>
<tr>
<td>2. Implement “wall-to-wall” CCSS instruction by end of 2013-2014 school year</td>
<td>1b. Provide targeted PD to math and ELA teachers specific to new CCSS frameworks</td>
</tr>
<tr>
<td>3. Ensure all students will be enabled to gain academic content knowledge</td>
<td>1c. Provide targeted PD to all science and elective subject area teachers in disciplinary literacy</td>
</tr>
<tr>
<td>a. Ensure that EL students will be enabled to gain academic content knowledge</td>
<td>1d. Provide targeted PD to all EL teachers in research proven strategies to improve achievement for EL students</td>
</tr>
<tr>
<td>b. Ensure that EL students with IEPs are enabled to gain academic content knowledge</td>
<td>2a. All faculty utilize CCSS as basis for instruction</td>
</tr>
<tr>
<td>c. Ensure that all Students with Disabilities will be enabled to gain academic content knowledge</td>
<td>2b. Align all Common Formative Assessments in format and content to CCSS</td>
</tr>
<tr>
<td>d. Ensure that all Socioeconomically Disadvantaged students will be enabled to gain academic content knowledge</td>
<td>3a. Provide targeted instruction utilizing SDAIE strategies for EL students in all courses; Frequently monitor, assess and review students’ grades and progress toward concept</td>
</tr>
<tr>
<td>e. Ensure that all Hispanic students are enabled to gain academic content knowledge.</td>
<td>3b. Provide targeted instruction and accommodations that reflect SDAIE strategies and that are in line compliance with student IEPs for EL students with IEPs; Frequently monitor, assess and review students’ grades and progress toward concept</td>
</tr>
<tr>
<td>f. Ensure that all African American students are enabled to gain academic content knowledge.</td>
<td>3c. Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities. Frequently monitor, assess and review students’ grades and progress toward concept</td>
</tr>
<tr>
<td>g. Ensure that all white students are enabled to gain academic content knowledge.</td>
<td>3d. Provide additional curricular support mechanisms for Socioeconomically Disadvantaged students such as before and after school tutoring, smaller class sizes, access to contracted vendor support programs for family and social services to ensure student health and welfare and optimal context for learning. Frequently monitor, assess and review students’ grades and progress toward concept</td>
</tr>
<tr>
<td>4a. Ensure that EL students will be enabled to gain English Language Proficiency</td>
<td>3e. Monitor progress and target academic support</td>
</tr>
<tr>
<td>4b. Ensure that EL students with IEPs will be enabled to gain English Language Proficiency</td>
<td></td>
</tr>
</tbody>
</table>
mechanisms to Hispanic students.
3f. Monitor progress and target academic support mechanisms to African American students.
3g. Monitor progress and target academic support mechanisms to white students.
4a1. Frequently monitor, assess, and review progress of EL students toward gaining English Language proficiency
4a2. Review, revise and modify instructional practices as needed to ensure EL students are gaining English Language proficiency
4b1. Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency
4b2. Review, revise and modify instructional practices as needed to ensure they are in compliance with IEPs and that EL students with IEPs are gaining English Language proficiency

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #3</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
</tr>
<tr>
<td>1. Seek 10% more parental involvement, including parent input for making decisions for the Charter School</td>
<td>1. Invite parents via multiple channels of communication to participate in discussion forums and to run for positions on school committees and the school’s Governing Board.</td>
</tr>
<tr>
<td>2. Promote parent participation by all parents</td>
<td>2a. Vary the meeting times, days of involvement opportunities for parents.</td>
</tr>
<tr>
<td>3. Increase two-way communication with parents</td>
<td>2b. Offer childcare, and other incentives to remove barriers to parents involvement and increase parent participation.</td>
</tr>
<tr>
<td>4. Raise parent involvement and advocacy through parent organizations</td>
<td>3. Provide multiple and varied opportunities for parents to access school officials, administrators, teachers, student-specific and school-wide information (ex: monthly night with administration, Aeries online parent portal)</td>
</tr>
<tr>
<td></td>
<td>4. Actively recruit parents (through face to face meetings, phone calls, and school-wide announcements and postings) to attend and serve on school committees, the Parent Teacher Student Association, BCCHS Governing Board, etc.</td>
</tr>
</tbody>
</table>

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
</tr>
<tr>
<td>A. Raise percentage of all students achieving proficient/advanced on statewide assessments by 3% school-wide</td>
<td>A. Align all CFAs to the CCSS and implement Direct Interactive Instruction with Response to Intervention, two research proven instructional strategies and program models, to raise student achievement</td>
</tr>
<tr>
<td>1. EL - Raise percentage of EL students achieving proficient/advanced on statewide assessments by 3%.</td>
<td>1. Target intervention and frequent monitoring to EL students.</td>
</tr>
<tr>
<td>2. EL with IEPs – Raise percentage of EL students with IEPs achieving proficient/advanced on statewide assessments by 3%</td>
<td>2. Target intervention and frequent monitoring to EL students with IEPs.</td>
</tr>
<tr>
<td>3. Students with Disabilities – Raise percentage of SwD achieving proficient/advanced on statewide assessments by 3%.</td>
<td>3. Target intervention and frequent monitoring of SwD.</td>
</tr>
<tr>
<td>4. Socioeconomically Disadvantaged – Raise percentage of SD students achieving proficient/advanced on statewide assessments by 3%.</td>
<td>4. Target ongoing intervention and frequent monitoring of SD students with counselors and classroom teachers.</td>
</tr>
<tr>
<td>5. Hispanic – Raise percentage of Hispanic students achieving proficient/advanced on statewide assessments by 3%.</td>
<td>5. Target intervention and frequent monitoring to Hispanic students.</td>
</tr>
<tr>
<td>7. White – Raise percentage of white students achieving proficient/advanced on statewide assessments by 3%.</td>
<td>7. Target intervention and frequent monitoring to white students.</td>
</tr>
<tr>
<td>B. Raise the Charter School’s Academic Performance Index by 15 points</td>
<td>B. 1. Identify areas of instructional program needing growth and target resources toward improving those areas.</td>
</tr>
<tr>
<td>C. Raise the percentage of pupils who have successfully completed courses that satisfy A-G UC/CSU entrance requirements, or Career Technical Education by 3% school-wide.</td>
<td>2. Target instruction toward raising achievement in math and English Language Arts to raise API for all subgroup areas</td>
</tr>
<tr>
<td>1. Raise percentage of EL students satisfying a-g entrance requirements by 3%.</td>
<td>3. Direct instructional resources to raise achievement for EL students and EL students with IEPs in ELA and math</td>
</tr>
<tr>
<td>2. Raise percentage of EL students with IEPs satisfying a-g entrance requirements by 3%.</td>
<td>C. Increase and improve student understanding of a-g requirements and self-monitoring of progress toward meeting a-g requirements through transcript review in advisories.</td>
</tr>
<tr>
<td>3. Raise percentage of SwD satisfying a-g entrance requirements by 3%.</td>
<td>1a. Conduct parent meetings with native language translation to inform families of a-g requirements and course pathways to complete them.</td>
</tr>
<tr>
<td>4. Raise percentage of SD students satisfying a-g</td>
<td>1b. Counselors review EL student grades every 5 weeks and target intervention and tutoring referrals for EL students in content area deficits.</td>
</tr>
</tbody>
</table>
3. Special Education Coordinator, EL Coordinator and School Psychologist review student grades every 5 weeks and target intervention and tutoring referrals for EL student with IEPs in content area deficits.

4. Counselors, Social Worker and School Psychologist review grades every 5 weeks and target intervention, tutoring and referrals to contracted vendors providing social and family services for SD students.

5. Counselors and teachers review grades every 5 weeks and target intervention and tutoring referrals for Hispanic students in content area deficits.

6. Counselors and teachers review grades every 5 weeks and target intervention and tutoring referrals for African American Students students in content area deficits.

7. Counselors and teachers review grades every 5 weeks and target intervention and tutoring referrals for white students in content area deficits.

D. 1. Implement Response to Intervention strategies to move all English Learners to English Language proficiency.

2. Implement RTI strategies for EL students with IEPs and frequently review progress toward English Language proficiency

E. 1. Increase frequency of assessment, monitoring and review of instructional practices for English Learner designated students.

2. Increase frequency of assessment, monitoring and review of instructional practices for EL students with IEPs

F. Ensure students taking AP courses have met prerequisite requirements and understand course expectations.

1. Inform EL students and parents, specifically, of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS.

2. Inform EL students with IEPs and their parents, specifically, of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS. Ensure proper placement in content area courses.

3. Inform SwD of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after-school tutoring, and frequent monitoring of progress toward
4. Raise the percentage of SD students who participate in and demonstrate college-preparedness by 3%.
5. Raise the percentage of Hispanic students who participate in and demonstrate college-preparedness by 3%.
6. Raise the percentage of African American students who participate in and demonstrate college-preparedness by 3%.
7. Raise the percentage of white students who participate in and demonstrate college-preparedness by 3%.

State Priority #5: Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
</tr>
<tr>
<td>A. Raise school attendance rates by 1%</td>
<td>A. Continue improved communication with parents regarding student attendance through improved access to Aeries Parent Portal and daily phone calls home from SLCs.</td>
</tr>
<tr>
<td>B. Lower chronic absenteeism rates by 3%</td>
<td>B. Monitor student attendance daily and refer all chronically absent students to recently increased and appropriate counseling interventions: academic counselors, social worker, school psychologists and/or Birmingham Opportunity Center program (“BOC”)</td>
</tr>
<tr>
<td>C. Work with local feeder middle schools to lower middle school dropout rates</td>
<td>C. Continue to participate in high school recruitment nights at feeder middle schools to incentivize meeting middle school requirements to enter high school on time toward graduation with a high school diploma</td>
</tr>
<tr>
<td>D. Lower BCCHS dropout rates by 3%</td>
<td>D. Refer students needing additional interventions for enrollment in the BOC and APEX online learning program during the school day and before and after school.</td>
</tr>
<tr>
<td>E. Raise BCCHS graduation rates by 3%</td>
<td>E. Increase enrollment as needed in alternative scheduled learning opportunities such as APEX and BOC. Utilize weekly advisories to instruct students in how to read their transcripts and monitor progress toward graduation and meeting A-G requirements.</td>
</tr>
</tbody>
</table>

**State Priority #6.** School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates  
B. Pupil expulsion rates  
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
</tr>
<tr>
<td>A. Maintain lowered suspension rates of less than 5%</td>
<td>A. Work with counselors, deans and increased mental health support staff (social worker, two school psychologists, mental health support staff) to</td>
</tr>
<tr>
<td>B. Maintain low expulsion rates of less than 1%</td>
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<tr>
<td>C. Utilize measures such as regular surveys of pupils,</td>
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</table>

Birmingham Community Charter High School Renewal Petition  
Submitted to Los Angeles Unified School District October 29, 2013
parents and teachers to monitor and improve the sense of safety and school connectedness.

D. BCCHS will comply with the principles in the Discipline Foundation Policy

preempt student behaviors and address concerns through progressive discipline prior to pupil suspension

B. 1. Work with counselors, deans and mental health support staff to provide assistance and services to students with repeat suspensions and referrals from faculty and staff

B 2. Improve clarity and coherence for parents and students regarding BCCHS Code of conduct and behavioral expectations, especially with regard to bullying

C. Conduct annual/semiannual surveys of parents and students, including the CHKS, as well as host monthly administration nights for parents to connect with school administrators and provide feedback regarding school safety and connectedness.

D. Inform all stakeholders of Discipline Foundation Policy

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7

BCCHS will:

1. Continue to provide a rigorous, broad course of study available to all students which includes: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.

In order to achieve annual goals, BCCHS will:

1. Monitor course offerings annually;

2. Provide ongoing training for academic counselors to ensure all students have equal access to a broad course of study including a-g requirements for admission to UC/CSU post-secondary programs.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.
ANNUAL GOALS TO ACHIEVE PRIORITY #8

<table>
<thead>
<tr>
<th>BCCHS will:</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the percentage of students school-wide scoring advanced or proficient by 3% in each of the core disciplines: English, math, social science and science.</td>
<td>In order to achieve annual goals, BCCHS will:</td>
</tr>
<tr>
<td>a. Increase percentage of EL students scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>1. Target instruction to mastery of Common Core State Standards.</td>
</tr>
<tr>
<td>b. Increase percentage of EL students with IEPs scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>a. Target additional tutoring and curricular resources to academically achieving mid-range EL students in each of core disciplines.</td>
</tr>
<tr>
<td>c. Increase percentage of SwD scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>b. Target additional tutoring and curricular resources to academically achieving mid-range EL students with IEPs in each of core disciplines.</td>
</tr>
<tr>
<td>d. Increase percentage of SD students scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>c. Target additional tutoring and curricular resources to academically achieving mid-range SwD in each of core disciplines.</td>
</tr>
<tr>
<td>e. Increase percentage of Hispanic students scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>d. Target additional tutoring and curricular resources to academically achieving mid-range SD students in each of core disciplines.</td>
</tr>
<tr>
<td>f. Increase percentage of African American students scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>e. Target additional tutoring and curricular resources to academically achieving mid-range Hispanic students in each of core disciplines.</td>
</tr>
<tr>
<td>g. Increase percentage of white students scoring Adv/Prof by 3% in each of the core disciplines.</td>
<td>f. Target additional tutoring and curricular resources to academically achieving mid-range African American students in each of core disciplines.</td>
</tr>
<tr>
<td>2. Increase the number of students enrolling in higher level/Advanced Placement elective courses in each of the core disciplines.</td>
<td>g. Target additional tutoring and curricular resources to academically achieving mid-range white students in each of core disciplines.</td>
</tr>
</tbody>
</table>

In order to achieve annual goals, BCCHS will:

2. Provide frequent individual academic counseling to remove barriers to enrollment and to ensure students’ understanding of elective options and benefits of taking higher level academic electives.

SUBGROUPS AND STUDENTS WITH SPECIAL NEEDS

English Learners

English Learners (“EL”) include both Re-designated Fluent English Proficient (“RFEP”) students and Limited English Proficient (“LEP”) students. LEP students demonstrate limited English proficiency and have not been reclassified as REP students. They take English Language Development (“ELD”) courses designed to enhance fluency while they are learning English language skills. REP students have demonstrated proficiency in English Language through a variety of criteria as discussed below and are enrolled in English-only courses.

Overview

BCCHS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing
requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. The BCCHS English Learner program will be research based reasonably designed for effectiveness, and regularly evaluated for effectiveness.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test (“CELDT”) within thirty days of initial enrollment\(^9\) and at least annually thereafter between July 1 and October 31\(^{st}\) until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of

\(^9\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

**Strategies for English Learner Instruction and Intervention**

BCCHS reviews annually its English Learner program by analyzing reclassification rates and CAHSEE passage rates for English Learners to identify areas in the program needing revision and modification.

Given current school demographics, BCCHS estimates that approximately 19.7% percent of its students is classified as EL. We are dedicated to providing EL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing students’ native languages, and will reinforce an appreciation for the cultures, customs, and languages of all students through the school’s core curriculum, enrichment programs, and life-skills curriculum.

Our plan to address our long-term EL population takes action the first day a student enrolls at BCCHS. Upon enrolling in BCCHS, students are evaluated for English Language Proficiency and placed into the ESL instructional continuum as indicated in the chart below. If any academic deficits are identified in the initial assessment, the EL Coordinator and Counselor develop an Academic Catch up Plan for the student. Students use Edge Curriculum in double-block periods. Each semester, classroom teachers and counselors evaluate every EL student’s progress toward English proficiency and identify actions to address ongoing student learning needs. At the end of each school year, each student’s classroom teacher, the EL Coordinator, and/or counselor will assess the student’s growth and effectiveness of the Academic Catch up Plan and make modifications as necessary. Student progress toward reclassification is reviewed during the annual Academic Catch up Plan evaluation at the end of the academic school year.
BCCHS will hire faculty who have met EL Certification Requirements, and we will ensure that any teacher who instructs an EL student is EL Authorized. As many of our students are English Learners, all faculty will employ scaffolding techniques, performance based instruction, reciprocal teaching, Specifically Designed Academic Instruction in English (“SDAIE”) teaching techniques, multi-faceted approaches to addresses various modalities and learning styles of students with auditory, visual, and kinesthetic learning strengths as well as other innovative
practices to ensure that all students are provided with multiple avenues to access the curriculum.

Students who enter BCCHS identified as EL will be offered voluntary tutoring after school and access to enrichment opportunities outside of the traditional school day. Immersion in the classroom is the preferred model for mastering the English language. EL students’ English Language Development progress is monitored by certificated personnel, and qualified staff. Using the Edge English Language curriculum, Read 180 and various curriculum tools for our REP students, our goal is to transition EL students into the general education program prepared for academic success as soon as possible.

BCCHS will ensure that all EL teachers are trained in SDAIE techniques, have CLAD certification and are otherwise qualified to teach our EL students. Should a student not be officially identified as EL, but nevertheless struggle with mastery of the English language, he/she will be monitored regularly via various assessment techniques to ensure his/her mastery and retention of the material.

BCCHS will translate written materials sent home as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English language development of their student.

**English Learner Instruction**

BCCHS is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to BCCHS’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), the BCCHS shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

BCCHS shall provide to the CSD an annual report of its EL program assessment. Upon request, BCCHS shall provide a copy of its current EL Master Plan to the CSD.
BCCHS shall administer the CELDT annually in accordance with federal and state requirements.

BCCHS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

BCCHS is currently using the LAUSD English Learner Master Plan until our own is developed in the coming 2014-2015 academic year.

Plan for Academically High-Achieving Students

This student population will be identified by many methods such as Common Formative Assessments, MAPP state assessments in English and math, Early Assessment Program, CAHSEE pass rates, grade promotion rates, Gifted and Talented Education (“GATE”) criteria and recommendation from counselors and/or teachers.

We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary possibilities. With almost 10 percent of our current student body identified as gifted and talented, we are committed to meeting the needs of this special needs population. Over 30 sections of honors classes and Advanced Placement course offerings are available to students beginning in grade 9. In addition, gifted and talented students have access to additional specialized programs within our five SLCs that offer specialized study or training in career technical education course sequences.

Students designated as gifted and talented are enrolled in rigorous honors and Advanced Placement (“AP”) courses where they are challenged among their peers as a method of differentiated instruction. All teachers of gifted and talented students are required to complete on-going training in their subject area, in differentiated instruction, as well as obtain certification by The College Board for any AP courses they teach.

High achieving students will be instructed through varied and rigorous instructional methodologies including, when appropriate, independent study opportunities, multi-step student-directed projects, creative media format projects, Socratic seminars, mock-situations such as mock-trial and mock-crime scene investigations, deductive and inductive studies, hands-on experimentation, extension assignments designed to engage gifted learners beyond the classroom. Additionally, counselors and classroom teachers assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring, and internship/community college courses that meet their needs for demanding instruction. Counseling for low-achieving gifted students will also be implemented to encourage maximum engagement and student achievement and satisfaction within BCCHS. Low achieving gifted students will be identified through regular progress reports and from teacher and counselor observations. Students who are designated gifted and are earning below satisfactory progress reports will be referred for intervention as needed.

Enrichment opportunities such as field trips and visits to community and real-world locations to
apply learning will also be available for gifted students. Outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. We believe that successful college and university applicants are exposed to experiences resembling university life and education while in high school. In addition to honors and Advanced Placement opportunities, we believe, as do more universities, that high school students must be exposed to significant research opportunities prior to college, either on our campus or at a college or university through our current or future partnerships. We are committed to facilitating these opportunities for our students. Academic counselors review student grades every five weeks. Progress toward graduation and satisfying a-g requirements occurs each semester when students meet with their counselors. The SAS Coordinator with other school leaders in Smaller Learning Communities also work together to review student progress at regular intervals to ensure student success.

**Students of Low Socio-economic Status**

BCCHS is designated as a Title 1 school with 85% (2012-2013) (a rise in the past four years of over 20%) of students designated as qualifying for the free and/or reduced lunch program. BCCHS aims to enhance the education of our students with low socio-economic status by lowering class sizes to ensure a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, and enrichment opportunities and will enable students to benefit from more focused attention. We will continue to offer tutoring programs before and after school funded through Title 1 to address the academic achievement needs of our low socio-economic students. We will make every effort to provide access to social and psychological community resources for students and their families to ensure students come to school well-prepared to learn and succeed in their academic goals. Family surveys will be conducted at a minimum, annually, to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

Likewise, we will continue to develop programs on site to address the psycho-social, physical and emotional needs of these students so that they can focus on their academic and educational goals and achieve them. We are investigating bell schedules that will allow for a breakfast period for students, intervention and mentoring opportunities and flexibility for high achieving students with low-socioeconomic status who want to explore community resources and opportunities such as concurrent enrollment at community colleges and job internships.

**Students in Special Populations**

BCCHS will strive to address the academic needs of all special populations of students including: economically disadvantaged students, single parents, parenting, foster youth, students preparing for non-traditional training and employment as well as students with other barriers to educational achievement such as limited English proficiency. BCCHS will target these special
populations through specific academic counseling sessions to identify learning and post-secondary goals. They will be directed to mentoring and peer tutoring programs as well as receive social needs assessments, one-on-one counseling services, and flexibility with scheduling. BCCHS will make every effort to ensure students in special populations have access and equity to available social services, Career Technical Education programs within SLCs, job training programs, college and career counseling. BCCHS recognizes the significant challenges faced by students in special populations and will ensure their access to programs that empower them to utilize the educational resources available and receive the support they need. Counselors, such as the diploma counselor, PSA counselor, or a community outreach coordinator, in addition to academic counselors, will target these students in order to partner them with services they need.

**APPROACH TO INTERVENTION**

BCCHS understands that a diverse student body with varying academic needs requires multiple approaches to intervention to ensure students are successful in individual courses and in terms of their progress toward graduation and post-secondary goals. Preventive strategies to ensuring student success begin with appropriate course level placement. Once students are properly programmed with regard to their ability level, their progress and content understanding is monitored at progress report intervals. Students with multiple Ds or Fs are flagged for intervention at the instructional and counseling level. Intervention strategies are reviewed by teachers in departments, counselors, members of the Student Success Team and administrators, at each subsequent five-week reporting period to evaluate the effectiveness of approaches to intervention and increase intensity of intervention programs such as before and after school tutoring, referrals to counseling, parent support, adjustments to the student’s schedule, and potentially, referrals for more specific evaluation. BCCHS won a 21st Century Assets grant in the amount of $1.25 million over five years to assist with funding specific interventions for lower academically achieving students.

**APEX – Online Credit Recovery Program**

In 2009, BCCHS launched a program of credit recovery for all students who are more than two classes behind in credits to make up their failed courses before and after school in a zero or seventh period virtual credit recovery program. These students are enrolled in regular school day courses with an additional course of credit recovery before school, after school or during the school day as a single period. The program launched with AVENTA for two years and then continued a third year with Accelerate Education. This coming year, we will transition to APEX which will afford students the opportunity to take courses that are A-G requirement courses. Over the past three years, approximately 300 students each semester have been able to recover credits to be at their current grade level required credits. They have successfully promoted to the next grade level at the end of each school year.

**APEX Course Titles**

Algebra 1AB  
Geometry 1AB
Algebra 2AB
Trigonometry
Math Analysis
English 9AB
English 10AB
English 11AB
English 12AB
World History AB
US History AB
Government
Economics
Biology AB
Chemistry AB
Physics AB
Health
Spanish 1AB
Spanish 2AB
Spanish 3AB
Physical Education AB
Music Appreciation AB
Art Appreciation AB

**Birmingham Opportunity Center**

Launched this past spring semester of 2013, the Birmingham Opportunity Center (“BOC”) is an aggressive intervention program for students at-risk of not graduating. Students are recommended to the BOC after a Student Success Team review and recommendation. Students who are failing most or all of their classes are referred to a Student Success Team by a teacher, counselor or parent. The SST is comprised of a teacher, counselor, school psychologist and/or administrator. The SST reviews the student’s individual progress toward graduation, and then meets with the student and parent to gain more information and recommend actions to assist the student in meeting graduation requirements. Once recommended to BOC, students attend school on a modified schedule instead of attending the regular school day and complete work at their own pace in a more personalized learning setting to ensure mastery and appropriate pacing for their learning needs. Students enrolled in the BOC attend school for three periods a day and complete individual coursework through a virtual program that enables them to recover credits with a modified graduation plan. Students could complete the BOC program and graduate with a BOC diploma by completing one of two options:

A) - completion of 50 credits
   - Passing the CAHSEE
   - Passing the GED
B) - completion of 170 credits
   - Passing the CAHSEE
Of the thirty students enrolled in the BOC pilot program last semester, 50% completed one of the options and graduated with a high school diploma. None of the students would have graduated on time with a diploma without the BOC which provided a modified program of learning that met their individual learning needs the regular school day could not meet. Of the remaining 50% of students who did not complete either of the two options, 11 are currently awaiting a date to take and pass the GED and 4 transferred to other educational programs. We are continually reviewing the BOC program to evaluate program goals, to evaluate methods of meeting the program goals, and to increase the percentage of students on track to graduate on time.

**Response to Intervention**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored by all stakeholders, including classroom teachers, special educators, counselors and administrators to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom.

- **Ongoing student assessment.** Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently (daily by teachers, periodically by counselors every five weeks) to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.

- **Tiered instruction.** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- **Parent involvement.** Schools implementing RTI provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Though there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

**Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2. These classroom placements are mandatory to ensure student success and mastery of instructional content. However, parents can opt out of Tier 2 and 3 recommended interventions. At BCCHS, students in Tier 1 are at grade level and receive in-class tailored instruction to make up learning deficits.

**Tier 2: Targeted Interventions**

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. At BCCHS, students in Tier 2 are Strategic students who need additional time and support to fully access and master curriculum. These students are enrolled in a double-block of English and/or math as needed.

**Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. BCCHS students in Tier 3 have severe need for additional time and support to master content. They are enrolled in alternative skill-based curriculum until assessment data show they
are ready to re-enter regular core curriculum. These students enroll in double-block periods of English and math through Read 180 to boost literacy, Edge curriculum for literacy and language development, and Aleks.com, an online math instructional series. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

**Goals for Providing and Ensuring Equal Access to Academically Low-Achieving Students**

Over the course of the last two decades, data on the achievement of racial minority students, in particular African American and Hispanic students, indicate that many have performed below the achievement levels of others students nationwide. At BCCHS, we are committed to decreasing these disparities.

We strongly believe that we can meet our goals for providing and ensuring equal access to academically low-achieving students and those who are members of ethnic groups underrepresented in colleges and universities. In order to do so, BCCHS employs a full time Social Worker, School Psychologist and counseling staff to effectively coordinate and manage intervention activities. The staff commits to do the following:

- Enroll all students in rigorous academic programs that prepare them for success in higher education, career and adult life without the need for remediation.
- Lower class sizes in order to increase student to teacher contact and increase student access to instructional material and teacher guidance.
- Strongly encourage parent/guardian participation in intervention for students who drop below a C average.
- Provide for flexible scheduling.
- Allocate resources to provide the necessary support for low achieving students
- Support existing programs while developing additional programs to meet currently
identified and future student needs.

- Maintain high expectations that all students can and will learn to read, think critically, and synthesize material from a variety of sources to make informed decisions.

- Target instructional resources (teachers, tutoring programs, smaller class size, computer software, technology and texts) to raise achievement among historically underrepresented students to achieve proficient or higher in mathematics, to successfully complete upper level mathematics courses, and to pass the California High School Exit Exam.

- Provide ongoing professional development and coaching (analysis of student assessments data, modeling of effective instructional strategies, conference attendance, peer-evaluation and peer classroom observations) to help certificated personnel understand and use specific instructional strategies to meet the needs of diverse learners, and support certificated personnel as they become reflective practitioners.

- Monitor progress through Common Formative Assessments, Measure of Academic Performance and Progress (MAPP) assessments, grades, and CAHSEE testing programs.

**Intervention for Academically Low-Achieving Students**

Birmingham Community Charter High School has developed a framework for students achieving below grade level expectations that is demonstratively pre-emptive in our approach to intervention. In order to facilitate student achievement, BCCHS will offer interventions to address each student’s specific learning needs so he or she can confidently engage with the curriculum once the school-year begins. Prior to ninth grade, each student’s cumulative record, with great attention paid to MAPP state assessments and grades, is reviewed. Students take diagnostic tests in math and reading to ensure correct placement in English and math courses and plan for necessary support for the upcoming school year. For students who demonstrate lower aptitude in some areas, this will enable them to achieve at a level that is appropriate and consistent with their skills and ability levels. Continuing students who have demonstrated a consistent pattern of low achievement will be assessed as to the reason for their low achievement.

During the summer before ninth grade, incoming BCCHS students scoring Far Below Basic and Below Basic will have the opportunity to participate in a three-four week Summer readiness program. Students will be assessed for their high school readiness, math, reading and writing abilities. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization. Diploma requirements will also be previewed so that students understand the credit-building goal to graduation.

Once ninth grade begins, these students will continue to receive proactive intervention through additional learning supports including optional Before and After-School and Saturday tutoring.
and classes. Similar strategies have already been implemented in order to prepare ninth and tenth graders for the CAHSEE with very positive results. This model works for students in this group since many require additional time internalizing concepts. Parents within the community welcome these programs as they provide a strong, reassuring learning structure for their children outside of traditional school hours.

At 5-week intervals, beginning in the first five week reporting period of fall semester, students’ grades will be reviewed in each SLC by counselors and faculty. Students with 3 or more Ds or Fs will be identified and monitored with a program of targeted intervention at the classroom instructional level and system-wide levels through SLCs, meetings with the student’s counselor where they review the students’ individual progress toward graduation. Students will continue to be monitored for progress in academic areas of concern, at times with a daily or weekly academic progress report, classroom observations by the counselor, and meetings with the student and parent to review progress. The student will be recommended for counseling, tutoring and increased parent involvement to ensure they move toward mastery of content and earn required credits toward graduation.

Students lacking necessary skills to succeed in their courses will be enrolled in a program of intervention measures best fitting their individual needs as determined by an assessment conducted by qualified personnel. They may be enrolled in different classes more aligned to their ability levels; they may be enrolled in mandatory intervention or acceleration programs simultaneously with their on-going course schedule; they may be enrolled in intervention/acceleration skills courses during winter or summer session breaks. They may meet with a mentor or student or adult tutor at regular intervals to assess and monitor their time management, organization and study skills.

Extensive analysis of available data indicates that various instructional design models are requisite for a campus with a diverse population such as that which BCCHS boasts. In particular, data analysis indicates that the factors contributing to below grade level performance are numerous and complex.

We will continue to offer CAHSEE workshops for students who have not passed one or both sections of the exam. All students are invited to participate in 30 hours of tutoring sessions for the seven weeks immediately preceding the CAHSEE administrations in November and in March. Those students in Grade 12 who have not yet passed both sections of the exam are strongly encouraged to take one week CAHSEE “Boot Camp” tutoring in addition to CAHSEE Intensive Instruction Intervention in English and Math. These classes take place after school and on Saturdays.

In addition, BCCHS offers tutoring and credit recovery for all content areas. Credentialed teachers provide tutoring in all content areas before and after school. Students are also enrolled in zero-period and 7th period credit recovery APEX courses.
PARENTAL AND COMMUNITY INVOLVEMENT

Standards- Based Report Cards and Progress Reports: Communicating Performance Expectations and Results

In a standards-based instructional program, communicating expectations for learning and student progress towards meeting goals is vitally important. Parents must be aware of what their student is expected to know, understand and be able to do for each course. Parents and students also need to know how the student is progressing toward meeting these standards. To achieve transparency in student achievement, assessment data must be provided at regular intervals each semester to students and their families.

Certificated personnel, students, and parents must expect that a student’s overall achievement grade and comments reflect progress toward proficiency in the skills and content embedded in the standards. As such, BCCHS maintains and updates as necessary standards-based report cards and progress reports that communicate expectations for learning and student progress. The achievement grade reported is “A-F.” The report card includes comments that state whether the student has shown proficiency in a particular standard.

Teachers provide parents with demonstrations of student learning such as student-led parent conferencing and presentations, online exhibits and projects, parent assessment/feedback forms, and web logging. The Parent Center coordinates workshops/meetings for parents to explain the standards-based report card, and exhibit models of student work and benchmark assignments.

Aeries Parent Portal

Parents have access to students’ progress through our online Aeries Parent Portal data network. Parents with email and internet access may log into the Parent Portal to view their child’s academic course schedule, daily attendance, up-to-date grades and progress reports in any course and transcripts of course credits. The Parent Portal encourages frequent two-way communication between parents and teachers as it enables contact directly via email and the Aeries Parent Portal to request or disseminate information regarding the student’s progress and to schedule a parent conference.

BCCHS recognizes the fundamental role that parents and family play in student achievement, and believes that parent expectations represent the key intrinsic ingredient that drives student success. We believe that education is successful when there is an ongoing partnership between the school and home communities. Research shows that the number one indicator of student success is not primary language, race, gender, or economic class, but the extent to which parents are involved in their student’s education. When parents are actively involved in their children’s schooling:

- Students show higher test scores
- Attendance rates improve

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• Fewer placements in special education occur
• Attitudes towards school and behavior improve
• Graduation rates increase
• Teacher morale improves
• The Charter School enjoys a better reputation in the community and receives more support from families
• Student achievement improves

BCCHS communicates classroom curriculum and school expectations to parents in the form of a Course Catalog Handbook and Parent and Student Handbook, both of which are sent home to each parent or guardian every summer. Teachers also distribute course syllabi to every student with teacher expectations, grading scales, homework policies, and teacher contact information each fall. Students are required to procure parent signatures verifying that they have read and understand the class expectations.

In addition to communicating course and school expectations, BCCHS continues to improve both the frequency and quality of parent contact with BCCHS using the following tools:

• ConnectEd – a phone communication system that, through Situational Student Messages, provides unique, customized messages delivered in the home language of participating students. The messages include behavior, achievement, and performance information specific to each student and are selected by certificated personnel and other authorized staff. Community Outreach Messages are made each weekend, and for special events. When a student is to receive a situational message and a community message, the message is combined. Emergency Calls can be made to over 1000 telephone numbers each minute during an emergency.

• Smart Attendance Calling Services – an automated system that seamlessly integrates the school’s data system to send messages to parents informing them of student absences and tardies.

• The BCCHS Web Page and Aeries Parent Portal – electronic access for parents to have the opportunity to remain abreast of current school information and events and track student progress in courses.

BCCHS opened a Parent Center with a half-time Parent Liaison position to facilitate communication between school and home. BCCHS will continue the Parent Liaison position in addition to operating the center itself, the Parent Liaison coordinates various monthly informational meetings for different parent support groups, as well as coordinates a monthly Parent Chairs meeting, during which the chairs of the various organizations meet and confer. We recognize that the burden on parents of traveling students is particularly difficult because of the geographic distance between home and school. BCCHS provides outreach to traveling families in English and other languages regarding student progress through phone calls, emails and mailers home. Additionally, we provide parent education programs (PIQUE), ESL courses for
parents of EL students, and other opportunities (PTSA, Dad’s Club, Birmingham Alumni Association) to encourage parent awareness of and involvement in school activities.

Family surveys will be conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

BCCHS will continue:

- Publicizing available channels of communication including the BCCHS website, faculty email and voicemail; increasing the number of “open house” opportunities each year; developing a mark reporting system that provides more detailed information; implementing a parent hotline for urgent and immediate communication and problem-solving.

- Exploring and utilizing multiple methods of parental involvement, including student-teacher-parent contracts, outreach to parents of under-represented student groups, and mentoring programs.

- Greatly expanding parent education and informational programs to include contemporary adolescent issues, providing parent-access in person, by video, and by technology-driven formats.

- Encouraging parent volunteerism by strategically planning activities and school projects that serve to engender a sense of ownership and pride by parents and their students. Every parent has the ability to contribute something of worth.

- Communicate classroom curriculum to parents in the form of course descriptions, teacher expectations, grading scales, contact with teachers using conventional and technological means; teachers will be encouraged to produce videos, CDs and other media to take their classroom into the homes of their students.

**NOTIFICATION TO PARENTS AND STUDENTS OF THE TRANSFERABILITY OF COURSES**

BCCHS currently offers A-G course requirements for UC and CSU and we are accredited by the Western Association of Schools and Colleges (“WASC”) for six years. As a charter school, BCCHS will maintain accreditation from WASC and offer courses that meet the A-G university requirements. BCCHS will work with UC staff to establish a course list for the independent charter school and will apply to the UC Board on Admissions and Relations with Schools Committee, as necessary, for new course approval.

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All parents and students will be notified that BCCHS is WASC accredited and thus courses are transferable to other public schools and offers a-g college requirements and thus courses meet college entrance requirements in the following ways: summer mailings, school brochures, parent information nights, fall recruitment nights at feeder middle schools, updated website and online resource information, grade-level and new student orientations, grade level meetings, college awareness meetings and our monthly newsletter to the community.

**HEALTH AND HUMAN SERVICES: ACADEMIC AND HEALTH GUIDANCE**

BCCHS is committed to students gaining skills and accessing learning opportunities in an active and preventative manner that ensures all students can achieve school success through academic, career and personal/social development experiences. The National Standards for School Counseling Programs shall serve as a model for our Health and Human Services programs. The Health and Human Services department will meet standards by developing comprehensive school counseling and guidance programs that are modeled on the national standards. The program will include the school nurse, counselors, and other qualified personnel.

We believe students need to be emotionally intact to learn effectively. Providing mental health support in the effort to address students’ emotional and social concerns therefore represents a salient function of school counseling; however the new National Standards for School Counseling Programs are comprehensive, and mental health services are subsumed in the context of promoting student success.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, BCCHS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and BCCHS regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.
**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs.
(“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County School Board.
Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).
Element 2: Measurable Pupil Outcomes and
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code § 47605(b)(5)(C).

BCCHS shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

As our overall outcome objective, BCCHS intends that its students meet or exceed achievement levels of similar populations of students. In accordance with the ESLRs, every student who graduates from BCCHS will be an effective communicator, an information manager, a problem solver, a productive member of society and a lifelong learner.

STANDARDS BASED CURRICULUM

A standards-based curriculum is one that provides for each essential subject area the specific content to be known and understood and the specific skills to be acquired. The California State Board of Education ("SBE") and State Superintendent of Public Instruction ("SPI") have adopted standards-based curricula for the essential subject areas of Language Arts, Mathematics, Science and Social Studies. While these standards are currently in flux as California transitions to the
Common Core State Standards, BCCHS will use the Common Core Standards for English and Math along with literacy standards for Social Science and Science; BCCHS will continue to utilize standards in all other academic disciplines, such as foreign language, Fine Arts, Health/Physical Education and other electives, as a basis for our curriculum development.

Student academic development will be assessed through a combination of quantitative and qualitative data and assessments including but not limited to: graduation rates, student grade point averages, and the accumulation of “U”s in work habits and cooperation. Data will be reviewed by BCCHS counseling and teaching faculty to inform program development.

Student career development will be assessed by examining student engagement, attendance and grades earned in career technical education (“CTE”) courses. BCCHS will also review the percentage of students completing CTE course sequences who demonstrate mastery of CTE standards and who gain entrance into post-secondary training programs and/or positions as interns or employees in a given career path.

Student personal and social development will be assessed by examining enrollment trends and access to intervention programs. The availability and depth of programs will be reviewed to determine how well intervention programs meet students’ personal and social needs. The Coordination of Services Team (“COST”) will serve as a model to streamline intervention programs and create a system to identify and evaluate appropriate interventions available to students.

**PUPIL OUTCOMES ALIGNED TO THE STATE PRIORITIES**

<table>
<thead>
<tr>
<th>Charter School Outcomes Aligned to State Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priority #1.</strong> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE.Priority #1</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
<td>1. Human Resources manager maintains accurate records of credentials upon hiring.</td>
<td>1. Human Resources Manager records.</td>
</tr>
<tr>
<td>1. Employ a staff of fully credentialed certificated faculty</td>
<td>1. Monitor and review credential status of faculty members</td>
<td>2. All faculty will be “highly qualified” by 2015-2016 school-year.</td>
<td>2. Human Resources Manager Records.</td>
</tr>
<tr>
<td>2. Assist faculty in moving toward fully credentialed status</td>
<td>2. Inform faculty of credential status and timelines for attaining “highly qualified” NCLB status</td>
<td>3. All new hires after 2013-2014 school year will be fully-credentialed, highly qualified certificated</td>
<td>3. Human Resources Manager Records.</td>
</tr>
<tr>
<td>3. Hire fully credentialed faculty</td>
<td>3. Prioritize the hiring of only fully credentialed,</td>
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<td>4. Properly assign all teachers</td>
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<td>5. Ensure transparency with</td>
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</table>

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parents and students as to NCLB “highly qualified” status of faculty members

6. Ensure that every pupil has sufficient access to standards-aligned instructional materials

7. Ensure that school facilities are maintained in good repair

<table>
<thead>
<tr>
<th>Source</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents</td>
<td>high quality certificated employees</td>
</tr>
<tr>
<td>students</td>
<td>adherence to NCLB requirements</td>
</tr>
<tr>
<td>NCLB</td>
<td>Notify parents when their child's teacher does not meet NCLB requirements as “highly qualified” and inform them of their right to elect an alternate teacher</td>
</tr>
<tr>
<td>NCLB</td>
<td>Conduct regular review and maintenance of school facilities</td>
</tr>
<tr>
<td>NCLB</td>
<td>Streamline process for facilities repair and maintenance requests among staff and faculty</td>
</tr>
</tbody>
</table>

### State Priority #2: Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
<thead>
<tr>
<th>Annual Goals to Achieve Priority #2</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will: 1. Develop a system of Professional Development to support teachers in the transition to CCSS</td>
<td>In order to achieve annual goals, BCCHS will: 1a. Adopt a program of Professional Development (Action Learning Systems) to support transition to CCSS</td>
<td>1. Action Learning Systems (ALS) professional development to commence in spring 2013. 2. Faculty are currently instructing based on CCSS. All faculty will be teaching to CCSS by end of the 2013-2014 school year. 3a. Quarterly grades, CFAs, CCSS and state assessments</td>
<td>1. Enrollment in ALS PD program 2. Lesson plans, CFAs, state assessment results for CCSS 3a. Quarterly grades, CFAs, CCSS and state assessments</td>
</tr>
<tr>
<td>2. Implement “wall-to-wall” CCSS instruction by end of 2013-2014 school year</td>
<td>1b. Provide targeted PD to math and ELA teachers specific to new CCSS frameworks</td>
<td>3b. 75% of EL students with IEPs demonstrate mastery of content standards.</td>
<td>3b. Quarterly grades, CFAs, CCSS and state assessments</td>
</tr>
<tr>
<td>3. a. Ensure that EL students will be enabled to gain academic content knowledge</td>
<td>1c. Provide targeted PD to all science and elective subject area teachers in disciplinary literacy</td>
<td>3c. 75% of SwD demonstrate mastery of content</td>
<td>3c. Quarterly grades, CFAs, CCSS and state assessments</td>
</tr>
<tr>
<td>b. Ensure that EL students with IEPs are enabled to gain academic content knowledge</td>
<td>1d. Provide targeted PD to all EL teachers in research proven strategies to improve achievement for EL students</td>
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<td></td>
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<tr>
<td>c. Ensure that all Students with Disabilities will be enabled to gain academic content knowledge</td>
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</tr>
</tbody>
</table>
d. Ensure that all Socioeconomically Disadvantaged students will be enabled to gain academic content knowledge.
e. Ensure that all Hispanic students are enabled to gain academic content knowledge.
f. Ensure that all African American students are enabled to gain academic content knowledge.
g. Ensure that all white students are enabled to gain academic content knowledge.

4a. Ensure that EL students will be enabled to gain English Language Proficiency.
4b. Ensure that EL students with IEPs will be enabled to gain English Language Proficiency.

2a. All faculty utilize CCSS as basis for instruction.
2b. Align all Common Formative Assessments in format and content to CCSS.
3a. Provide targeted instruction utilizing SDAIE strategies for EL students in all courses; Frequently monitor, assess and review students’ grades and progress toward concept.
3b. Provide targeted instruction and accommodations that reflect SDAIE strategies and that are in line compliance with student IEPs for EL students with IEPs; Frequently monitor, assess and review students’ grades and progress toward concept.
3c. Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities. Frequently monitor, assess and review students’ grades and progress toward concept.
3d. Provide additional curricular support mechanisms for socioeconomically disadvantaged students such as before and after school tutoring, smaller class sizes, access to contracted vendor support programs for family and social services to ensure student health and welfare and optimal context for learning. Frequently monitor, assess and review students’ grades and progress toward concept.

3d. 75% of SD students with demonstrate mastery of content standards.
3e. 75% of Hispanic students demonstrate mastery of content standards.
3f. 75% of African American students demonstrate mastery of content standards.
3g. 75% of white students demonstrate mastery of content standards.
4a. 75% of EL students demonstrate English Language Proficiency.
4b. 75% of EL students with IEPs demonstrate English Language Proficiency.

3d. Quarterly grades, CFAs, CCSS and state assessments.
3e. Quarterly grades, CFAs, CCSS and state assessments.
3f. Quarterly grades, CFAs, CCSS and state assessments.
3g. Quarterly grades, CFAs, CCSS and state assessments.
4a. Grades, CFAs and CELDT.
4b. Grades, CFAs, CELDT and CAPA.
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #3</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
<td>1. A minimum of 50% of parents in each grade level participate in one or more school meetings, events or activities throughout the year</td>
<td>1. Attendance records / sign in sheets from school meetings, extra-curricular events and activities</td>
</tr>
<tr>
<td>1. Seek 10% more parental involvement, including parent input for making decisions for the Charter School</td>
<td>1. Invite parents via multiple channels of communication to participate in discussion forums and to run for</td>
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</tbody>
</table>

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2. Promote parent participation by all parents
3. Increase two-way communication with parents
4. Raise parent involvement and advocacy through parent organizations

positions on school committees and the school’s Governing Board.

2a. Vary the meeting times, days of involvement opportunities for parents.

2b. Offer food, childcare, and other incentives to remove barriers to parents involvement and increase parent participation.

3. Provide multiple and varied opportunities for parents to access school officials, administrators, teachers, student-specific and school-wide information (ex: monthly night with administration, Aeries online parent portal)

4. Actively recruit parents (through face to face meetings, phone calls, and school-wide announcements and postings) to attend and serve on school committees, the Parent Teacher Student Association, BCCHS Governing Board, etc.

2. Increase Parent participation at school meetings, events and activities by 20%.

3. Increase parent use of communication tools such as teacher email, phone calls to SLCs and the Aeries Parent Portal by 20%.

4. Increase number of parents attending school meetings and functions by 20%. Increase number of candidates for parent positions in leadership and governance roles by 20%.

2. Attendance records, sign in sheets
3. Parent surveys at beginning and end of school year; Parent-portal use data from Aeries; Data on number of parent contacts and input from parents through website, email, phone calls, letters, face-to-face meetings
4. Attendance and membership data in PTSA, parent institute, Birmingham Alumni Association and Dad’s Club

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will: A. Raise percentage of all students achieving proficient/advanced on statewide assessments by 3% school-wide</td>
<td>In order to achieve annual goals, BCCHS will: A. Align all CFAs to the CCSS and implement Direct Interactive Instruction with Response to Intervention, two research proven instructional strategies and program models, to raise student achievement</td>
<td>A. Raise percentage of students achieving proficient/advanced on state assessments by 3% each year.</td>
<td>A. State assessments 1. CFAs, grades, CAHSEE for 10th graders.</td>
</tr>
<tr>
<td>1. EL-Raise percentage of EL students achieving proficient/advanced on statewide assessments by 3%</td>
<td>1. Target intervention and frequent monitoring to EL students.</td>
<td>1. End of semester reviews and assessments with EL Coordinator and classroom teachers.</td>
<td>2. CFAs, grades, CAHSEE for 10th graders.</td>
</tr>
<tr>
<td>2. EL with IEPs – Raise percentage of EL students with IEPs achieving proficient/advanced on statewide assessments by 3%</td>
<td>2. Target intervention and frequent monitoring to EL students with IEPs.</td>
<td>2. Quarterly reviews of EL student progress with IEPs with Special Education Coordinator, EL Coordinator, School Psychologist, Counselor and Classroom teacher.</td>
<td>3. CFAs, grades, CAHSEE for 10th graders.</td>
</tr>
<tr>
<td>3. Students with Disabilities – Raise percentage of SwD achieving proficient/advanced on statewide assessments by 3%</td>
<td>3. Target intervention and frequent monitoring of SwD.</td>
<td>3. Quarterly reviews of SwD progress with Special Education Coordinator, School Psychologist, Counselor and Classroom teacher.</td>
<td>4. CFAs, grades, CAHSEE for 10th graders.</td>
</tr>
<tr>
<td>4. Socioeconomically Disadvantaged – Raise percentage of SD students achieving proficient/advanced on statewide assessments by 3%</td>
<td>4. Target ongoing intervention and frequent monitoring of SD students with counselors and classroom teachers.</td>
<td>4. Quarterly reviews of SD student progress with counselors, classroom teachers, social worker and contracted vendor support programs for social and family services.</td>
<td>5. CFAs, grades, CAHSEE for 10th graders.</td>
</tr>
<tr>
<td>5. Hispanic – Raise percentage of Hispanic students achieving proficient/advanced on statewide assessments by 3%</td>
<td>5. Target intervention and frequent monitoring to Hispanic students.</td>
<td>5. Quarterly reviews of Hispanic student progress with counselors and teachers</td>
<td>B. API and/or other state comprehensive review/scoring process</td>
</tr>
<tr>
<td>6. African American — Raise percentage of African American students achieving proficient/advanced on statewide assessments by 3%</td>
<td>6. Target intervention and frequent monitoring to African American students.</td>
<td>6. Quarterly reviews of African American student progress with counselors and teachers</td>
<td>C. a-g and CTE completion rates</td>
</tr>
<tr>
<td>7. White – Raise percentage</td>
<td>7. Target intervention and frequent monitoring to white students.</td>
<td>7. Quarterly reviews of white student progress with counselors and teachers</td>
<td>1. a-g completion rates</td>
</tr>
<tr>
<td></td>
<td>B. 1. Identify areas of instructional program needing growth and target resources toward improving those areas.</td>
<td></td>
<td>2. a-g completion rates</td>
</tr>
<tr>
<td></td>
<td>2. Target instruction toward raising achievement in math and English Language Arts to raise API for all subgroup areas</td>
<td></td>
<td>3. a-g completion rates</td>
</tr>
<tr>
<td></td>
<td>B. Raise API by 15 points each year to achieve an API of 825 by 2019.</td>
<td></td>
<td>4. a-g completion rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. a-g completion rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. a-g completion rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. a-g completion rates</td>
</tr>
</tbody>
</table>

Birmingham Community Charter High School Renewal Petition
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of white students achieving proficient/advanced on statewide assessments by 3%.

B. Raise the Chart School’s Academic Performance Index by 15 points

C. Raise the percentage of pupils who have successfully completed courses that satisfy A-G UC/CSU entrance requirements, or Career Technical Education by 3% school-wide.

1. Raise percentage of EL students satisfying a-g entrance requirements by 3%.

2. Raise percentage of EL students with IEPs satisfying a-g entrance requirements by 3%.

3. Raise percentage of SwD satisfying a-g entrance requirements by 3%.

4. Raise percentage of SD students satisfying a-g entrance requirements by 3%.

5. Raise percentage of Hispanic students satisfying a-g entrance requirements by 3%.

6. Raise percentage of African American students satisfying a-g entrance requirements by 3%.

7. Raise percentage of White students satisfying a-g entrance requirements by 3%.

D. 1. Raise the percentage of English Learners who make progress toward English language proficiency by 3%.

D.2. Raise the percentage of EL students with IEPs

3. Direct instructional resources to raise achievement for EL students and EL students with IEPs in ELA and math

C. Increase and improve student understanding of a-g requirements and self-monitoring of progress toward meeting a-g requirements through transcript review in advisories.

1a. Conduct parent meetings with native language translation to inform families of a-g requirements and course pathways to complete them.

1b. Counselors review EL student grades every 5 weeks and target intervention and tutoring referrals for EL students in content area deficits.

2. Special Education Coordinator, EL Coordinator and School Psychologist review student grades every 5 weeks and target intervention and tutoring referrals for EL student with IEPs in content area deficits.

3. Special Education Coordinator, and School Psychologist review student grades every 5 weeks and target intervention and tutoring referrals for SwD in content area deficits.

4. Counselors, Social Worker and School Psychologist review grades every 5 weeks and target intervention, tutoring and referrals to contracted vendors providing social and family services for SD students.

C. Raise percentage of pupils successfully completing a-g requirements by 3% each year school-wide and in identified sub-groups.

1. Raise percentage of EL students satisfying a-g entrance requirements by 3%.

2. Raise percentage of EL students with IEPs satisfying a-g entrance requirements by 3%.

3. Raise percentage of SwD satisfying a-g entrance requirements by 3%.

4. Raise percentage of SD students satisfying a-g entrance requirements by 3%.

5. Raise percentage of Hispanic students satisfying a-g entrance requirements by 3%.

6. Raise percentage of African American students satisfying a-g entrance requirements by 3%.

7. Raise percentage of White students satisfying a-g entrance requirements by 3%.

D. 1. Raise the percentage of English Learners who make progress toward English language proficiency by 3%.

D.2. Raise the percentage of EL students with IEPs who make progress toward English Language proficiency by 3%

E. 1. Raise the English Learner reclassification rate by 3%.

2. Raise the reclassification rate for EL students with IEPs by 3%.

F. Raise percentage of

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who make progress toward English Language proficiency by 3%

E. 1. Raise the English Learner reclassification rate by 3%.
   2. Raise the reclassification rate for EL students with IEPs by 3%.

F. Raise the percentage of pupils who have passed an AP exam with a score of 3 or higher by 3% school-wide.
   1. Raise percentage of EL students who have passed an AP exam with a score of 3 or higher by 3%.
   2. Raise percentage of EL students with IEPs who have passed an AP exam with a score of 3 or higher by 3%.

D. 1. Implement Response to Intervention strategies to move all English Learners to English Language proficiency.
   2. Implement RTI strategies for EL students with IEPs and frequently review progress toward English Language proficiency.

E. 1. Increase frequency of assessment, monitoring and review of instructional practices for English Learner designated students.
   2. Increase frequency of assessment, monitoring and review of instructional practices for EL students with IEPs.

F. Ensure students taking AP courses have met prerequisite requirements and understand course expectations.
   1. Inform EL students and parents, specifically, of AP program guidelines, requirements and benefits of participating in the
   2. Raise the percentage of EL students with IEPs who have passed an AP exam with 3 or higher by 3% each year.

1. Raise percentage of EL students who have passed an AP exam with a score of 3 or higher by 3%.
2. Raise percentage of EL students with IEPs who have passed an AP exam with a score of 3 or higher by 3%.
3. Raise percentage of SwD who have passed an AP exam with a score of 3 or higher by 3%.
4. Raise percentage of SD students who have passed an AP exam with a score of 3 or higher by 3%.
5. Raise percentage of Hispanic students who have passed an AP exam with a score of 3 or higher by 3%.
6. Raise percentage of African American students who have passed an AP exam with a score of 3 or higher by 3%.
7. Raise percentage of white students who have passed an AP exam with a score of 3 or higher by 3%.

G. Raise the percentage of students enrolling in AP courses by 3% school wide each year. Raise percentage of graduating students placing in college-level English and math courses without remediation by 3%.

1. Raise the percentage of EL students who participate in and demonstrate college-preparedness by 3%.
2. Raise the percentage of EL students with IEPs who participate in and
<table>
<thead>
<tr>
<th>Pupils who participate in and demonstrate college preparedness by 3% school-wide.</th>
<th>Program upon enrolling in BCCHS.</th>
<th>Demonstrate college-preparedness by 3%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raise the percentage of EL students who participate in and demonstrate college-preparedness by 3%.</td>
<td>2. Inform EL students with IEPs and their parents, specifically, of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS. Ensure proper placement in content area courses.</td>
<td>3. Raise the percentage of SwD students who participate in and demonstrate college-preparedness by 3%.</td>
</tr>
<tr>
<td>2. Raise the percentage of EL students with IEPs who participate in and demonstrate college-preparedness by 3%.</td>
<td>3. Inform SwD of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after-school tutoring, and frequent monitoring of progress toward content mastery.</td>
<td>4. Raise the percentage of SD students who participate in and demonstrate college-preparedness by 3%.</td>
</tr>
<tr>
<td>3. Raise the percentage of SwD students who participate in and demonstrate college-preparedness by 3%.</td>
<td>4. Inform SD students of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after-school tutoring along with counseling and community resource referrals as needed.</td>
<td>5. Raise the percentage of Hispanic students who participate in and demonstrate college-preparedness by 3%.</td>
</tr>
<tr>
<td>4. Raise the percentage of SD students who participate in and demonstrate college-preparedness by 3%.</td>
<td>5. Inform Hispanic students of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after school tutoring.</td>
<td>6. Raise the percentage of African American students who participate in and demonstrate college-preparedness by 3%.</td>
</tr>
<tr>
<td>5. Raise the percentage of Hispanic students who participate in and demonstrate college-preparedness by 3%.</td>
<td>6. Inform African American students of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after school tutoring.</td>
<td>7. Raise the percentage of white students who participate in and demonstrate college-preparedness by 3%.</td>
</tr>
<tr>
<td>6. Raise the percentage of African American students who participate in and demonstrate college-preparedness by 3%.</td>
<td>7. Inform African American students of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after school tutoring.</td>
<td></td>
</tr>
</tbody>
</table>
7. Inform white students of AP program guidelines, requirements and benefits of participating in the program upon enrolling in BCCHS; provide additional curricular support mechanisms such as before and after school tutoring.

G. Provide frequent opportunities for students to visit college campuses, monitor their own progress toward meeting A-G requirements, and monitor their own understanding in core disciplines. Increase enrollment in AP courses.

1. Provide quarterly meetings with academic counselors for EL students to review progress toward graduation and satisfying a-g requirements.

2. Provide quarterly meetings with academic counselors for EL students with IEPs to review progress toward graduation and satisfying a-g requirements.

3. Provide quarterly meetings with academic counselors for SwD to review progress toward graduation and satisfying a-g requirements.

4. Provide quarterly meetings with academic counselors for SD students to review progress toward graduation and satisfying a-g requirements.

5. Provide quarterly meetings with academic counselors for Hispanic students to review progress toward graduation and satisfying a-g requirements.

6. Provide quarterly meetings with academic counselors for African American students to review progress.
toward graduation and satisfying a-g requirements.
7. Provide quarterly meetings with academic counselors for white students to review progress toward graduation and satisfying a-g requirements.

**State Priority #5.** Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #5</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Raise school attendance rates by 1%</td>
<td>A. Continue improved communication with parents regarding student attendance through improved access to Aeries Parent Portal and daily phone calls home from SLCs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Lower chronic absenteeism rates by 3%</td>
<td>B. Monitor student attendance daily and refer all chronically absent students to recently increased and appropriate counseling interventions: academic counselors, social worker, school psychologists and/or Birmingham Opportunity Center program (“BOC”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Work with local feeder middles schools to lower middle school dropout rates</td>
<td>C. Continue to participate in high school recruitment nights at feeder middle schools to incentivize meeting middle school requirements to enter high school on time toward graduation with a high school diploma</td>
<td></td>
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</tr>
<tr>
<td>D. Lower BCCHS dropout rates by 3%</td>
<td>D. Refer students needing additional interventions for enrollment in the BOC and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Raise BCCHS graduation rates by 3%</td>
<td></td>
<td>A. Raise Average Daily Attendance by 1% each year.</td>
<td></td>
</tr>
</tbody>
</table>

A. School-wide attendance rates
B. Absenteeism rates
C. Middle school dropout and promotion rates
D. BCCHS dropout rate
E. BCCHS graduation rate
APEX online learning program during the school day and before and after school.
E. Increase enrollment as needed in alternative scheduled learning opportunities such as APEX and BOC. Utilize weekly advisories to instruct students in how to read their transcripts and monitor progress toward graduation and meeting A-G requirements.

State Priority #6. School climate, as measured by all of the following, as applicable:
A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
<td>A. Reduce suspension rates by 5% over previous year</td>
<td>A. Suspension rates</td>
</tr>
<tr>
<td>A. Maintain lowered suspension rates of less than 5%</td>
<td>A. Work with counselors, deans and increased mental health support staff (social worker, two school psychologists, mental health support staff) to preempt student behaviors and address concerns through progressive discipline prior to pupil suspension</td>
<td>B. Reduce expulsion rates by 5% over previous year</td>
<td>B. Expulsion rates</td>
</tr>
<tr>
<td>B. Maintain low expulsion rates of less than 1%</td>
<td>B1. Work with counselors, deans and mental health support staff to provide assistance and services to students with repeat suspensions and referrals from faculty and staff</td>
<td>C. Conduct a minimum of two surveys of stakeholder groups annually (at the end of each semester) for review, publication, and program modification</td>
<td>C. Student surveys, parent surveys, teacher surveys each semester</td>
</tr>
<tr>
<td>C. Utilize measures such as regular surveys of pupils, parents and teachers to monitor and improve the sense of safety and school connectedness</td>
<td>B2. Improve clarity and coherence for parents and students regarding BCCHS Code of conduct and behavioral expectations, especially with regard to bullying</td>
<td>D. Distribute copies of the Discipline Foundation Policy to stakeholders at the beginning of each school year. Post copies of the Discipline Foundation Policy in each school office and on the website.</td>
<td>D. Discipline Foundation Policy goals and outcomes comparison with BCCHS data and policies</td>
</tr>
<tr>
<td>D. BCCHS will comply with the principles in the Discipline Foundation Policy</td>
<td>C. Conduct annual/semiannual</td>
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</tbody>
</table>
surveys of parents and students, including the CHKS, as well as host monthly administration nights for parents to connect with school administrators and provide feedback regarding school safety and connectedness.

**D. Inform all stakeholders of Discipline Foundation Policy**

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**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

**Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

**Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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<table>
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<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #7</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BCCHS will:</td>
<td>In order to achieve annual goals, BCCHS will:</td>
<td>1. All students meet semi-annually with counselors to review progress toward meeting a-g requirements – commencing Fall 2013. 2. All students, including those classified as EL, FRPM-eligible, or foster youth, have a course load inclusive of a-g requirements.</td>
<td>1. Counselor records for student contacts 2. Student a-g completion plans, course schedules and transcripts</td>
</tr>
<tr>
<td>1. Continue to provide a rigorous, broad course of study available to all students, including those classified as EL, FRPM-eligible, or foster youth, which includes: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.</td>
<td>1. Monitor course offerings annually; 2. Provide ongoing training for academic counselors to ensure all students have equal access to a broad course of study including a-g requirements for admission to UC/CSU post-secondary programs.</td>
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**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

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BCCHS will:
1. Increase the percentage of students school-wide scoring advanced or proficient by 3% in each of the core disciplines: English, math, social science and science.
a. Increase percentage of EL students scoring Adv/Prof by 3% in each of the core disciplines.
b. Increase percentage of EL students with IEPs scoring Adv/Prof by 3% in each of the core disciplines.
c. Increase percentage of SwD scoring Adv/Prof by 3% in each of the core disciplines.
d. Increase percentage of SD students scoring Adv/Prof by 3% in each of the core disciplines.
e. Increase percentage of Hispanic students scoring Adv/Prof by 3% in each of the core disciplines.
f. Increase percentage of African American students scoring Adv/Prof by 3% in each of the core disciplines.
g. Increase percentage of white students scoring Adv/Prof by 3% in each of the core disciplines.

2. Increase the number of students enrolling in higher level/Advanced Placement elective courses in each of the core disciplines.

In order to achieve annual goals, BCCHS will:
1. Target instruction to mastery of Common Core State Standards.
a. Target additional tutoring and curricular resources to academically achieving mid-range EL students in each of the core disciplines.
b. Target additional tutoring and curricular resources to academically achieving mid-range EL students with IEPs in each of the core disciplines.
c. Target additional tutoring and curricular resources to academically achieving mid-range SwD students in each of the core disciplines.
d. Target additional tutoring and curricular resources to academically achieving mid-range Hispanic students in each of the core disciplines.
e. Target additional tutoring and curricular resources to academically achieving mid-range SD students in each of the core disciplines.
f. Target additional tutoring and curricular resources to academically achieving mid-range African American students in each of the core disciplines.
g. Target additional tutoring and curricular resources to academically achieving mid-range white students in each of the core disciplines.

2. Provide frequent individual academic counseling to remove barriers to enrollment and to ensure students’ understanding of elective options and benefits of taking higher level academic electives.

1. Increase percentage of students school-wide achieving advanced/ proficient in each discipline by 3% each year.
a. Increase percentage of EL students scoring Adv/Prof by 3% in each of the core disciplines.
b. Increase percentage of EL students with IEPs scoring Adv/Prof by 3% in each of the core disciplines.
c. Increase percentage of SwD scoring Adv/Prof by 3% in each of the core disciplines.
d. Increase percentage of SD students scoring Adv/Prof by 3% in each of the core disciplines.
e. Increase percentage of Hispanic students scoring Adv/Prof by 3% in each of the core disciplines.
f. Increase percentage of African American students scoring Adv/Prof by 3% in each of the core disciplines.
g. Increase percentage of white students scoring Adv/Prof by 3% in each of the core disciplines.

2. Increase number of students enrolling in AP/higher level courses by 5% each year.

1. CFAs, statewide assessments, EAP, CAHSEE
a. CFAs, statewide assessment, EAP, CAHSEE
b. CFAs, statewide assessments, EAP, CAHSEE
c. CFAs, statewide assessments, EAP, CAHSEE
d. CFAs, statewide assessments, EAP, CAHSEE
e. CFAs, statewide assessments, EAP, CAHSEE
f. CFAs, statewide assessments, EAP, CAHSEE
g. CFAs, statewide assessments, EAP, CAHSEE

2. AP enrollment rates
GOALS FOR THE DEMONSTRATION OF SKILLS, KNOWLEDGE, AND ATTITUDES - MEASURABLE OUTCOMES

BCCHS shall meet all statewide standards and conduct student assessments required pursuant to Section 60605, 60602.5 and 60851 of the California Education Code and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Test results are reported in terms describing a pupil’s academic performance in relation to the state wide academically rigorous content and performance standards adopted by the state board and in terms of employment skills possessed by the pupil, in addition to being reported as numerical or percentile scores.

BCCHS shall strive to meet its state academic growth targets as measured by content proficiency rates on MAPP assessments, grade promotion rates, graduation rates, and a-g completion rates. Courses will meet “a-g” requirements of the University of California and the California State University, and meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges.

WHEN AND HOW STUDENT OUTCOMES WILL BE ASSESSED

Students will be given assessments several times each semester to determine their mastery of the above skills, knowledge and attitudes. This will be accomplished through means such as observation of their activities and their production of meaningful work, classroom examination, state-mandated tests, discipline, certification, Career Path exams and/or other assessment tools that may be deemed appropriate by BCCHS. Departments have created Common Formative Assessments (“CFAs”) which are administered throughout the semester. Students must demonstrate mastery of curricular material in order to promote to the next level of the course. Students’ academic progress toward meeting graduation goals and post-secondary career readiness is evident in the benchmark assignments and assessments of students’ core skills and knowledge from their academic and CTE pathway courses.

BCCHS recently implemented placement exams in English literacy and math for all incoming 9th grade students. In conjunction with placement exams, students MAPP assessment scores in English and math are reviewed along with their grades from 8th grade to properly place them in the correct English and math courses. BCCHS is developing a rigorous model of intervention to address the low proficiency rate in mathematics. Following the Response to Intervention model, students below proficiency in Algebra 1 are enrolled in a double-block (2 consecutive periods) of Algebra and math support. Within this structure, students will learn the regular Algebra 1 curriculum during the first hour of the course, but will also be afforded support enrichment instruction in the second hour to reinforce, review, and preview Algebra 1 concepts with which they are struggling. Students must show mastery of the concepts in the first semester of Algebra 1 in order to advance to the second semester. If they do not demonstrate mastery, they must repeat the first semester again.

Curriculum Focus and Assessments

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The charts below indicate the curricular focus and assessment plan for each discipline at BCCHS.

<table>
<thead>
<tr>
<th><strong>English and Language Arts</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Standards</strong></td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td><strong>Supplemental Standards</strong></td>
<td>Early Assessment Program (EAP) from CSU University college readiness exam</td>
</tr>
<tr>
<td><strong>Primary Curriculum</strong></td>
<td>Focus on developing rhetorical skills in reading, writing, speaking, and listening.</td>
</tr>
<tr>
<td><strong>Supplemental Curriculum</strong></td>
<td>Reading Institute for Academic Preparation program modules through CSU partnership with K-12 schools</td>
</tr>
<tr>
<td><strong>Formative Assessment Tools</strong></td>
<td>Quarterly writing assessments (Common Formative Assessments) each semester. Standardized assessments in preparation for May exams. CAHSEE Prep practice questions and exams.</td>
</tr>
<tr>
<td><strong>Summative Assessment Tools</strong></td>
<td>End of semester summative writing assessment.</td>
</tr>
<tr>
<td><strong>Publicly Stated Performance Goals for Summative Assessments</strong></td>
<td>Students will demonstrate mastery of grade-level writing standards in 75% or more areas of the assessment.</td>
</tr>
</tbody>
</table>
## Mathematics

<table>
<thead>
<tr>
<th>Primary Standards</th>
<th>Common Core State Standards</th>
<th>Reason For Choosing</th>
<th>California offers one of the most rigorous and diversified set of educational content standards in the nation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Standards</td>
<td>Early Assessment Program (EAP) from CSU college readiness exam, Standards from National Council of Teachers of Mathematics.</td>
<td>Students need to graduate prepared to enter freshman level college math courses</td>
<td></td>
</tr>
<tr>
<td>Primary Curriculum</td>
<td>Focus on developing fundamental logic and reasoning and problem-solving skills through algebra and geometry courses</td>
<td>Students must demonstrate an ability to synthesize and apply problem-solving skills to varied mathematical situations. Students must also be able to build and layer their mathematical reasoning skills to demonstrate a competitive understanding among nationally pooled students.</td>
<td></td>
</tr>
<tr>
<td>Supplemental Curriculum</td>
<td>Tutoring through Beyond the Bell, EAP, and SAT preparation, CIIT (CAHSEE Intensive Instruction Program) for 11th and 12th [Saturday instruction]</td>
<td>Students will be able to show mastery using a variety of assessment formats</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment Tools</td>
<td>Weekly assessment of concepts taught. CAHSEE prep practice questions and exams. Instructor-created Common Formative Assessments.</td>
<td>When Administered</td>
<td>Weekly. CAHSEE tutoring offered weekly throughout fall semester and prior to spring administration. CFAs administered quarterly each semester.</td>
</tr>
<tr>
<td>Summative Assessment Tools</td>
<td>End of semester summative mathematics assessments.</td>
<td>One to two weeks prior to the end of the semester.</td>
<td></td>
</tr>
<tr>
<td>Publicly Stated Performance Goals for Summative</td>
<td>Students will demonstrate mastery of mathematics standards in 75% or more</td>
<td>Internal Performance Goals for</td>
<td>Students will master all areas of mathematics content standards. Students</td>
</tr>
<tr>
<td>Assessments</td>
<td>areas of the assessment.</td>
<td>Summative Assessments</td>
<td>will demonstrate a minimum of 5% growth in mastery of standards throughout each formative assessment during the semester, ultimately arriving at complete mastery of mathematics standards.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Primary Standards</strong></td>
<td><strong>Reason For Choosing</strong></td>
<td><strong>Supplemental Standards</strong></td>
</tr>
<tr>
<td>-----------------</td>
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<td>------------------------</td>
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</tr>
<tr>
<td><strong>Common Core State Standards for Literacy in Science</strong></td>
<td>California offers one of the most rigorous and diversified set of educational content standards in the nation.</td>
<td><strong>National Science Education Standards</strong></td>
<td>Students must be scientifically literate at the national standard level in order to competitively demonstrate their science competency in post-secondary education and careers.</td>
</tr>
<tr>
<td><strong>Primary Curriculum</strong></td>
<td><strong>Supplemental Standards</strong></td>
<td><strong>Primary Curriculum</strong></td>
<td><strong>Supplemental Curriculum</strong></td>
</tr>
<tr>
<td><strong>Focus on foundations in biological and physical sciences.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Social Studies

<table>
<thead>
<tr>
<th><strong>Primary Standards</strong></th>
<th>Common Core State Standards for Literacy in Social Sciences</th>
<th><strong>Reason For Choosing</strong></th>
<th>California offers one of the most rigorous and diversified set of educational content standards in the nation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplemental Standards</strong></td>
<td>Standards for National Council for the Social Studies</td>
<td></td>
<td>Students must demonstrate a comprehensive grasp of nationally recognized social studies standards.</td>
</tr>
<tr>
<td><strong>Primary Curriculum</strong></td>
<td>Focus on understanding chronological thinking; historical research, evidence and point of view; and historical interpretation and reflection.</td>
<td></td>
<td>Students will gain a thorough understanding of how to assess, and reflect upon past as well as how to participate in present events.</td>
</tr>
<tr>
<td><strong>Supplemental Curriculum</strong></td>
<td>Thematic strands of learning including: culture, power, government, time and change, environment, science with technology and society, civic ideals and practices, global connections.</td>
<td></td>
<td>Students will see historical and present events through thematic lenses that aid in cross-curricular learning and their own role in being civic-minded and responsible to positively contribute to their local and global communities.</td>
</tr>
<tr>
<td><strong>Formative Assessment Tools</strong></td>
<td>Quarterly instructor-created Common Formative Assessments in departments.</td>
<td><strong>When Administered</strong></td>
<td>Quarterly each semester.</td>
</tr>
<tr>
<td><strong>Summative Assessment Tools</strong></td>
<td>End of semester comprehensive assessment including factual recall and written defense of impact of historical events.</td>
<td></td>
<td>One to two weeks prior to the end of the semester.</td>
</tr>
<tr>
<td><strong>Publicly Stated Performance Goals for Summative Assessments</strong></td>
<td>Students will demonstrate mastery of social studies standards in 75% or more areas of the assessment.</td>
<td><strong>Internal Performance Goals for Summative Assessments</strong></td>
<td>Students will master all areas of social studies standards. Students will demonstrate 5% growth in mastery of standards through each formative assessment during the semester, ultimately arriving at complete mastery of social studies concepts.</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Standards</strong></td>
<td>Common Core State Standards for Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reason For Choosing</strong></td>
<td>California offers one of the most rigorous and diversified set of educational content standards in the nation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental Standards</strong></td>
<td>National Standards for Arts Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Curriculum</strong></td>
<td>Focus on creating, responding to, analyzing and making judgments about visual and performing arts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental Curriculum</strong></td>
<td>Exposure to professional visual and performing artists at museums, theatrical performances and musical concerts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessment Tools</strong></td>
<td>Quarterly instructor-created Common Formative Assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When Administered</strong></td>
<td>Quarterly each semester (or as determined by project timeline).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessment Tools</strong></td>
<td>End of semester comprehensive assessment or project demonstrating mastery of art concepts and application.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Publicly Stated Performance Goals for Summative Assessments</strong></td>
<td>Students will demonstrate mastery of art standards in 75% or more areas of the assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internal Performance Goals for Summative Assessments</strong></td>
<td>Students will master all aspects of standards for at least one art form: visual or performing arts. Students will demonstrate 5% growth in mastery of standards through each formative assessment during the semester, ultimately arriving at complete mastery of art concepts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Promotional Standards**

Mastery of the standards for each course will be the basis for promotion. Students are graded on a letter-grade basis (A, B, C, D, F) and receive formal progress reports every five weeks during each semester. Student grades are maintained online and are accessible to parents any time through the Aeries Parent Portal. Students earning a D or above are eligible to promote to the
next course, with the exception of math courses, which require a grade of C or better in order to promote. BCCHS students spend a significant amount of time on academic coursework that is flexible, well-planned in response to student achievement data, and modified based on student needs. We have recently implemented programs (Virtual academies for credit recovery, modified bell schedule, Birmingham Opportunity Center) in the past three years that have provided more opportunities for at-risk students to graduate; we therefore expect to see a continued rise in our graduation rate. (APEX courses are not part of ADA during periods 0 and 7, but in periods 1-6 they are part of ADA; students are in enrolled in a teacher-supervised course of instruction.) Teachers will assess a student’s progress on frequently as indicated by 5 week progress reports, and daily grades input into the online student database, Aeries. Student progress is immediately accessible by parents and students as teachers input grades and attendance. All stakeholders are accountable to monitor student mastery of core content throughout the year. The program design of BCCHS is to ensure that all students succeed. To that end, our bell schedule has recently been modified for the coming school year to include weekly advisories where teachers will instruct grade-level pure student groupings in study skills, literacy skills, number sense, college planning, career aptitude, to assist all students to graduate with applicable skills and knowledge for post-secondary careers and college. Additionally, tutoring is available before and after school in all subject areas. Students have been individually programmed to ensure proper placement into core courses. BCCHS is committed to responding to student needs and effectively preparing them for their futures.

In addition to CFAs, progress reports, in-class assessments and teacher observations, students’ MAPP assessments, Common Core State Standards assessments and where applicable, the California English Language Development Test scores will also be taken into account for promotional purposes.

Retention

Students must earn 55 credits per year in order to promote to the next grade level. Students who do not meet the performance standards for advancement to the next grade or course may be retained in their current grade in accordance with their applicable promotional academic credits. These students identified earlier in the academic year will be supported by the Student Services Team (“SST”) program.

ATTENDANCE REQUIREMENTS

BCCHS will comply with Education Code Section 47612.5 in regard to the annual required number of offered minutes of instruction. BCCHS continues to implement innovative scheduling and calendars that respond to our students’ needs. Attendance is required of all students during school hours. BCCHS will not accrue attendance credit for any student who is absent from school. Students with excessive absences may fail to meet course requirements. Students who are frequently absent will be referred for appropriate intervention through the SST program.
ACCOUNTABILITY

All stakeholders in the BCCHS community are responsible for providing the opportunity and environment conducive to student achievement. The BCCHS Governing Board will be accountable for monitoring and assessing student progress and continued evaluation of ways in which progress may be improved. Students and parents are ultimately responsible for achievement of the above-entitled goals.

BCCHS strives to ensure that all students demonstrate mastery of at least 75% of curricular material in each core discipline. Those students who do not demonstrate adequate mastery will receive mandatory intervention via remediation/acceleration programs as necessary. These programs will be offered before, during and after school, on Saturdays, and during summer sessions. Through our Student Information System (“SIS”), Aeries, data is tracked and managed to ensure students are making achievement gains accordingly. BCCHS will adhere to all state standards and performance outcomes.

BCCHS already has an extremely high CAHSEE pass rate for 10th grade students. We aim to raise the CAHSEE double pass rate (that is, the number of students passing both the ELA and math sections of the CAHSEE) by 5% the first year.

BCCHS will strive to ensure all students master content standards and graduate prepared for post-secondary educational and career goals. In the 2014-2015 school year, BCCHS will maintain the goal of a 90% graduation rate.
The methods of measurement of outcomes as outlined above in the chart describe the outcomes to be pursued by BCCHS along with the methods to measure each.

**Our Underlying Beliefs Regarding Student Assessment**

We believe assessment of student progress is an extremely valuable tool for teacher growth and school wide improvement. Schools have traditionally made use of very limiting models of student assessment: multiple choice, end-of-year exams, publisher-produced end of unit tests, etc. We believe in an assessment process that calls for teacher collaboration, fosters teacher communication and learning from one another, and provides students with an opportunity to monitor their own development. Teachers will access student assessment data at regular intervals and will use that information to inform curricular and instructional decisions. Student and school achievement data is available to parents and students on a daily basis as teachers update grades and attendance for course assignments and assessments. Students will review their own achievement data in advisory periods with an academic advisor (instructor and counselors) at intervals throughout the year to review their progress within courses and progress toward graduation.

**Assessment**

BCCHS believes that student progress in meeting standards should be determined through multiple measures that are valid, reliable and fair.

Therefore:

- Weekly and accurate assessment of student progress in mastering grade-level standards is essential to the success of any instructional program and ensures quality for all students.

- Classroom and school assessments are based on content that every student has had the opportunity to learn and master.

- Assessment is critical to the appropriate placement of students to ensure the opportunity to succeed at their ability levels and paramount to stemming the flow of drop-outs.

- Students are adequately prepared for assessments that appropriately measure their abilities.

- Administrators promote a comprehensive approach to assessment. On-going assessment provides students, parents and certificated personnel specific and constructive feedback to inform instruction and learning.

- Decisions about instruction are driven by assessment data. Both qualitative and quantitative data (aggregated and disaggregated) are current, easily retrieved, analyzed,
understood, and used to drive instruction.

- Administrators are aware of and apply appropriate, legal accommodations for testing students with special needs, including English Learners.

**Forms of Assessment**

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

**Standardized Tests**

MAPP assessments, the CAHSEE, the Early Assessment Program and the CELDT will be administered during the year. When California adopts an assessment for the Common Core State Standards, BCCHS will utilize that assessment as well.

**Performance Assignments**

Performance assignments are projects, papers, or tasks that require students to produce or create a product. While they are more open-ended than multiple-choice exams, they are always aligned to Common Core State Standards. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. BCCHS has developed Common Formative Assessments in all academic disciplines. We will continue to develop additional school-wide performance assessments to evaluate student progress toward meeting academic standards and graduation requirements. Departments, through their benchmark and core assignments, will continue to develop performance assignments, formative and summative assessments and end-of-course/ end-of-year gateway portfolio requirements.

**Rubrics**

Rubrics and corresponding anchor papers and anchor assignments are utilized to evaluate student work and norm grading/scoring practices among faculty. Rubrics may be tailored to a particular classroom assignment, may be department wide for a benchmark or core assignment, or school-wide involving all teachers and students.

**Assessment Schedule**

The Curriculum and Instruction Standing Committee, comprised of faculty selected through the protocols set forth in our bylaws, may develop a school wide assessment schedule. Individual teachers and departments may develop a system for assessing students that closely aligns with their instructional goals. Ongoing, periodic assessment is an integral part of the teaching/learning process. Assessment of student progress will take place at the end of units of study, after individual lessons, and periodically when students have had opportunities to internalize new concepts.
Collaborative Scoring

At BCCHS, teachers are problem solvers and collaborators, just as students are. Throughout the year, teachers will meet to score student work. We aim to develop a school culture that focuses on powerful teaching and learning. Collaborative assessment is a tool for teachers to talk about their teaching and improve their practices. As teachers assess student work, they will identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies and classroom practices.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, BCCHS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation process as they apply to the individual and our own school performance. Assessment tools may include, but are not limited to, the following:

1.) Standards-based Skills Assessments:
   - California High School Exit Exam (CAHSEE)
   - MAPP State Content Assessments
   - Common Core State Standards Assessment Test
   - Teacher Evaluation and Assessment

2.) Additional Performance Indicators
   - Preparation for Post-Secondary Options Assessments:
     - A-G completion requirements (UC/CSU)
     - Armed Services Vocational Aptitude Battery (ASVAB)
     - California English Language Development Test (CELDT)
     - Career Profiler
     - College Board Advanced Placement Exams
     - Fitness Gram
     - Placement Exams (Subject A, Entry Level Mathematics (ELM) and English Placement Test (EPT) or similar community college data)
     - PSAT, SAT, SAT II, ACT

Some of these assessments will provide achievement and assessment data, at their option, for BCCHS from external sources. The SAT and SAT II are not required exams for BCCHS, however students pursuing college admissions will take these exams and can provide their testing data to BCCHS. Similarly, placement exams such as the Subject A, ELM and EPT will not be taken on BCCHS campus, although practice assessments that will aid students in preparing for these exams will be administered periodically by faculty and college counseling personnel.

3.) WASC and ESLRs: At BCCHS, teachers, students, staff and parents are committed to creating a learning community where all graduates are able to:
   - Access and organize information
   - Communicate effectively

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• Solve problems thoughtfully
• Act responsibly

4.) Assessments for measuring success of student achievement:
Common Formative and Summative Assignments:
• (Grade Level/Subject Matter Designed Core and Benchmark Assignments)
• Computer Literacy Competency
• Senior Project
• Student Self Assessments
• Teacher-created assessments based upon clearly specified criteria within each discipline
• Longitudinal/survey and other data collected to evaluate student progress
• Voluntary community service through clubs and/or organizations
• API, AYP
• CST Statewide Exams
• Common Core State Standards Assessments

BCCHS uses Aeries as our Student Information System. With Aeries, we have student data (achievement data, grades and progress toward graduation, attendance, and personal information) easily organized and managed. Aeries allows us to manage and track the following data: attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and networking back-ups, student activities, data extraction, etc.

Once assessment data is collected by faculty, it is entered daily into Aeries and analyzed by departments during professional development time to determine areas of weakness in concept acquisition and instructional methodology. Data analysis occurs frequently throughout the semester. Data is disseminated to students and parents after each assignment or assessment is input into the Aeries system. Attendance, teacher comments, and student results from daily assignments and assessments such as the Common Formative Assessments are available online for parent and student access through the Aeries Parent Portal. Teacher-parent communication also occurs through print, email, or telephone contact and at required Parent Information Nights each semester.

School Accountability Report Card

The governing board of BCCHS shall develop and cause to be implemented a School Accountability Report Card.

(a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.
(b) Not less than triennially, the governing board shall compare the content of the School’s Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education.
(c) The Governing Board shall annually issue a School Accountability Report Card, publicize such reports, and notify parents or guardians of students that a copy will be provided upon

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request.

Grading Policy

Students will be assessed for a variety of skills using tools that measure their competency in course content knowledge, reading, and writing. Students must demonstrate their mastery of skills through a variety of modalities. Grades assigned will correspond to students’ level of mastery as demonstrated in coursework for each discipline.
ELEMENT 4
THE GOVERNING STRUCTURE OF THE SCHOOL

The governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
California Education Code Section 47605(b)(5)(D)

GENERAL PROVISIONS

As an independent charter school, BCCHS, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

BCCHS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the BCCHS governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

BCCHS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that BCCHS amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

BCCHS shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. BCCHS shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

BCCHS operates autonomously from the District, with the exception of the oversight as required by Education Code Section 47604.32.

(See Appendix B: Birmingham Community Charter High School Articles of Incorporation and Appendix D: Conflicts Code.
See Appendix A: Bylaws of Birmingham Community Charter High School.)

BCCHS BOARD OF DIRECTORS

Function and Responsibilities

The mandate of the Board of Directors (referred to as the “Governing Board”) consisting of

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stakeholders of BCCHS is to implement the mission of BCCHS as articulated in this Charter.

The Governing Board operates as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and ensure local school control and accountability via a bottom-up philosophy of governance. As such, the Governing Board establishes policies for BCCHS, affirms or rejects recommendations made by the Advisory Council, and evaluates the CEO/Principal.

Standing Committees and the Advisory Council comprised of the chairs of each Standing Committee make recommendations to the Board for consideration concerning BCCHS operations, protocols and policies.

School-wide policies under the purview of the Governing Board include, but are not limited to: oversight of the academic program, facilities and operations, administrative oversight, and fiscal oversight and compliance of the school organization.

**Board Responsibilities**
The chart below indicates current responsibilities of the Governing Board, but may expand as needed.

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Facilities and Operations</th>
<th>Governance and Organizational Management</th>
<th>Fiscal Oversight and Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determining Admissions Requirements</td>
<td>• Creating, carrying out and reviewing as needed the mission and purpose of the educational program</td>
<td>• Selecting, supporting, evaluating, and when necessary, terminating administrators and managers</td>
<td>• Budgeting and forecasting</td>
</tr>
<tr>
<td>• Developing School Calendar</td>
<td>• Building a competent Board through effective orientation of new members and periodic Board performance reviews</td>
<td>• Creating, supporting and monitoring committees under the purview of the board</td>
<td>• Overseeing the fiscal status of the school</td>
</tr>
<tr>
<td>• Monitoring and strengthening curricular and extracurricular programs and services</td>
<td>• Ensuring a safe school facility</td>
<td>• Strategic Planning</td>
<td>• Ensuring adequate school resources</td>
</tr>
<tr>
<td>• Reviewing and approving graduation requirements</td>
<td></td>
<td></td>
<td>• Protecting assets</td>
</tr>
<tr>
<td>• Monitoring academic performance</td>
<td></td>
<td></td>
<td>• Enhancing the organization’s public standing</td>
</tr>
</tbody>
</table>

The Governing Board retains responsibility over the educational program of the Charter School, and as such, may execute any powers delegated to it by law. The Governing Board shall discharge any duty imposed upon it by law and may delegate to BCCHS stakeholders any duties, with the exception of budget approval or revision, approval of the fiscal audit and performance.
report, hiring and evaluation of the CEO/Principal and Chief Business Officer, termination of employees, and the adoption of Governing Board policies. These delegated duties focus on implementation, not policy-setting, as this is the responsibility of the Board. The delegation of duties ensures the involvement of staff, students, and other stakeholders. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Governing Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Governing Board members.

**Communication with the Board**

All stakeholders are encouraged to engage with the BCCHS Governing Board through attendance at board meetings, through review of board minutes and through recommendations to the Governing Board regarding the educational program. All stakeholders are represented in the BCCHS Governance Structure through the Governing Board and Standing Committees. Board member stakeholders meet regularly with their constituencies to ensure that decisions are representative of each constituent group.

**Duties**

The legal responsibilities of the Governing Board include Duty of Care, Duty of Loyalty and the Duty of Obedience. The Duty of Care describes the level of competence that is expected of a board member, and is commonly expressed as the duty of ‘care that an ordinarily prudent person would exercise in a like position and under similar circumstances.’ This means that a board member owes the duty to exercise reasonable care when he or she makes a decision as a steward of the organization. The duty of loyalty is a standard of faithfulness; a board member must give undivided allegiance when making decisions affecting the organization. This means that a board member can never use information obtained as a member for personal gain, but must act in the best interests of the organization. The Duty of Obedience requires board members to be faithful to the organization’s mission. They are not permitted to act in a way that is inconsistent with the central goals of the organization. A basis for this rule lies in the public’s trust that the organization will manage donated funds to fulfill the organization’s mission.

**Qualifications**

Qualified Governing Board Members are those with expertise in the fields of finance, law, education, non-profit organization or business. Board members with these qualifications are sought after in order to ensure a well-rounded, well-equipped Governing Board to oversee the BCCHS Educational Program.

**Board Composition**

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The Governing Board consists of fifteen members: 4 certificated employees, 1 classified employee, 1 parent, and 9 community members. All members of the board hold equal positions. This composition allows for broad representation from all stakeholder groups with wide-ranging expertise, including instructional expertise, and provides the efficiency of representatives at the school site.

If the District appoints a member, the size of the Board may be increased by an additional at-large community representative.

GOVERNANCE OF SCHOOL

Principal/CEO
Principal/CEO acts as the Instructional Leader of the school and as such, reports to and serves at the behest of the Governing Board. The Principal/CEO oversees daily operation of the academic program and makes recommendation to the Board at regularly scheduled (monthly) board meetings regarding the educational program.

Chief Business Officer
The CBO provides fiscal oversight to the school’s operations and reports to the Governing Board at regularly scheduled (monthly) board meetings. The CBO is responsible to report the fiscal condition of the school, make recommendations to the Board, and facilitate the annual audit of the school.

Succession of the Principal/CEO
At the beginning of each instructional cycle, the CEO appoints a designee in the event of his/her absence or in the event of his/her becoming incapacitated. If the CEO is incapacitated, the CEO or his agent must notify the CEO Designee and the President of the Governing Board within 48 hours of the occurrence. Upon notification, an emergency board meeting must be convened within 72 hours and all stakeholders will be notified of the event. At the emergency board meeting, the Governing Board will appoint an Interim CEO until or unless a more permanent solution is required. The appointment of the Interim CEO will be communicated to all stakeholders immediately.

In the event the CEO is unable to perform his/her duties and an Interim CEO is appointed, financial and operational duties are assigned to the Chief Business Officer (“CBO”) and academic management of the school program is assigned to the Director of Curriculum and Instruction (also known as “Assistant Principal over Curriculum and Instruction”) unless or until the Governing Board determines an alternative.

Pursuant to standard employment practices, the CEO and the CBO are required to have a yearly physical, the details and requirements are negotiated between the Governing Board and the CEO and CBO.

Qualifications of Governing Board Members

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The Certificated Staff Representatives must meet the following qualifications:

Must be currently employed members of the UTLA bargaining unit at BCCHS with permanent status.

No teacher who currently serves as a department chair or SLC Lead may be elected to a Governing Board seat.

No teacher who currently serves as the faculty bargaining unit representative may be elected to a Governing Board seat.

No more than one member of each academic department may hold a board seat at the same time. In the event that two or more members of the same department are competing for a seat on the Governing Board, the individual who receives the most votes will be selected.

A teacher who teaches in more than one department will be considered to represent the department for which he/she teaches the most hours.

The non-certificated staff representative must meet the following qualifications:

Must be currently employed at BCCHS.

The Parent Representative must meet the following qualifications:

- Must be parent of a currently enrolled BCCHS student.
- Must be non-interested (not an employee of BCCHS)

The At-Large Representative must meet the following qualifications:

- Must be non-interested
- Must meet one of the following criteria:

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10 For the purpose of this section and in accordance with Government Code Section 5227, "interested persons" means either:

(1) Any person currently being compensated by BCCHS for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(2) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

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Community member with direct familiarity with BCCHS, its history and goals. (This may include former parents, students, and employees)
Former educators with direct familiarity with BCCHS, its history and goals
Expertise in fields such as law, finance, facilities, fundraising, business, government etc., that are relevant to education

Persons serving as At-Large members do not necessarily have to reside within the BCCHS attendance boundaries.

**Governing Board Member Terms**

Board Elections will be held during the Spring Semester, before the end of the fiscal year, when a Board member’s term expires. Special elections may be called whenever necessary to fill a Board vacancy. Vacancies on the Board of Directors, excluding the vacancy of the certificated staff and non-certificated staff representatives, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum.

- Each Governing Board member shall serve a term of two (2) years.
- No Governing Board member may serve more than two consecutively elected terms.
- After serving two consecutively elected terms, an individual must take one year off before running for election again.
- Governing Board terms begin with the fiscal year on July 1st after an election year and end on June 30th the following fiscal year. Elections will be held in the Spring Semester, before the end of the fiscal year when a board member’s term is ending. Special elections may be called whenever necessary to fill a Governing Board seat.

**Board Member Selection**

**Certificated Employee Representatives**

Certificated Employee Representatives may be nominated or may self-nominate for board representation and will be elected by a simple majority vote of all currently employed BCCHS certificated employees. In the event that one or more of the representative seats are unfilled by the voting process, the elected Board members shall appoint a person who qualifies as a Certificated Employee Representative to fill the seat until a representative certificated employee can be selected per the process outlined above. In the case of a Board appointment, the appointment must be ratified by a majority vote of the current BCCHS Collective Bargaining Unit for teachers exclusively.

**Classified Employee Representative**

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The Classified Employee Representative may be nominated or may self-nominate for board representation and will be elected by a simple majority vote of all currently employed BCCHS classified employees. In the event that the Classified Employee Representative seat is unfilled by the voting process, the elected Board members shall appoint a person who qualifies as a Classified Employee Representative to fill the seat until a representative classified employee can be selected per the process outlined above. In the case of a Board appointment, the appointment must be ratified by a majority vote of the current BCCHS Classified Employees.

**Parent Representative**

In order to be considered a qualified candidate for the Parent Representative position on the Governing Board, the individual must be a parent of a currently enrolled BCCHS student. Though the Parent Representative term is two years, a parent of a currently enrolled senior student may be a candidate for the parent representative. A parent of an incoming student that is not enrolled but will be enrolled in the next school year may not run for the Parent Representative position.

In order to begin the process to elect the Parent Representative, the Governing Board members shall appoint an ad hoc committee comprised of BCCHS stakeholders, which shall be charged with the following:

- In January and February, solicit nominations of qualified candidates, instruct interested nominees to submit a statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of BCCHS, its history, goals, etc.). Candidates may be nominated or may self-nominate for Governing Board candidacy.

- In March, post candidates’ information in public areas and provide opportunities for candidates to publicly give their statements and respond to Questions and Answers regarding their representation on the board.

- In April, facilitate an election in which parents participate to select the Parent Representative on the Governing Board for a two (2) year term beginning on July 1st of the current year.

**Community Members**

The Governing Board members shall appoint an ad hoc committee comprised of BCCHS stakeholders, which shall be charged with the following:

- In January, solicit nominations of qualified candidates, instruct interested nominees to submit a statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of BCCHS, its history, goals, etc.). Candidates may be nominated or may self-nominate for Governing Board candidacy.
In February, meet and review candidate statements, interview candidates and recommend to the Governing Board the candidate(s) for further consideration.

In March, facilitate recommended candidates to address the elected Governing Board and respond to questions from those Governing Board members. This item shall be posted on the Governing Board’s agenda as a discussion item so that interested parties can comment to the Governing Board on the proposed nominees.

In April, the currently seated Governing Board members will vote to select qualified candidates to fill any open community seats for a two (2) year term beginning on July 1st of the current year.

**Recall Procedures**

Of Teacher Representatives:
Signatures of 40 percent of the certificated personnel of BCCHS are needed in order to initiate recall procedures of certificated staff representatives. Within two weeks of receiving a petition to recall certificated staff representatives, the Chair will oversee a vote of the faculty by secret ballot. A two-thirds vote by the certificated personnel of BCCHS will recall the Certificated Staff Representative in question.

Of the Parent Representative:
If concerns regarding the parent member are expressed by parents to the Board Chair, then it is the responsibility of the Chair to consider the validity of these concerns and decide whether a recall vote regarding the parent member in question is appropriate. A two-thirds vote of the Governing Board is needed to recall the Parent representative in question.

Of the Non-Certificated Staff Representative:
Signatures of 40 percent of the non-certificated staff of BCCHS are needed in order to initiate recall procedures. Within two weeks of receiving a petition to recall a non-certificated staff governing board member, the Chair will oversee a vote of the non-certificated staff by secret ballot. A two-thirds vote by the non-certificated staff of BCCHS will recall the Non-Certificated Staff Representative in question.

Of the At-Large Members:
If concerns regarding the at-large members are expressed to the Board Chair, then it is the responsibility of the Chair to consider the validity of these concerns and decide whether a recall vote regarding the at-large member in question is appropriate. A two-thirds vote of the Governing Board is needed to recall the At-Large Representative in question.

**Replacement Procedures**

If a Governing Board Member wishes to resign, he or she will submit a letter of resignation in accordance with the requirements of the California Corporations Code.

If a Governing Board Member resigns or is recalled, an election (as determined by the type of Board Member) will be held to replace the Board Member for the remainder of that term. If the replacement Board Member completes his predecessor’s term in under 12 months, this
replacement term will not count as that Board Member’s first term. At the end of the first term, the replacement Board Member may run for a second term. At the end of a second term, one year must be taken off before running again.

**Governing Board Meetings**

A quorum, a simple majority of the Governing Board members seated at the time, must be reached in order to hold a Board meeting. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. The Governing Board shall meet monthly or more often as needed. The Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions are determined by vote, with a simple majority. The calendar for the upcoming fiscal and school year Governing Board meetings is set in June.

All Governing Board meetings are held in accordance with the Brown Act. Meeting agendas are posted at least 72 hours prior to regular meetings in various public meeting places on campus (e.g. main office, library, SLC offices, exterior gates to campus, eBlast to all faculty, staff and board members, and school website). Meeting minutes and Board actions are posted in the same locations on campus within 72 hours following the meeting.

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Meetings and actions of all committees shall be governed by, held, and taken under the provisions of the BCCHS bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors’ resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with the BCCHS bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;\(^{11}\)

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.\(^{12}\)

BCCHS will maintain General Liability and board Errors and Omissions Insurance policies. Refer to Element 6 for further discussion of Insurance coverage of the BCCHS Governing Board.

**ADVISORY COUNCIL**

**Function**

The Advisory Council ensures a process in which staff, students and other stakeholders are involved in the decision making and implementation of the educational program at BCCHS. The Governing Board responds to recommendations from the Advisory Council. While the Advisory Council serves as the main entity providing formal recommendations to the Governing Board, the Board may seek recommendations from any Standing or Ad-Hoc committees and will not be required to seek input on any matter which would legally be heard in closed session pursuant to the Brown Act.

**Composition**

The Advisory Council is comprised of the Chief Executive Officer, the Chief Business Officer, the Chairs of each Standing Committee, and a teacher member of each Standing Committee elected by the Standing Committee.

**Elections**

Advisory Council members that are Standing Committee Chairs are elected through their Standing Committees. Standing Committees also elect the teacher members to the Advisory Council through an internal process. The Chief Executive Officer and Chief Business Officers are standing positions and not elected positions.

**Terms**

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\(^{11}\) This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

\(^{12}\) The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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Submitted to Los Angeles Unified School District October 29, 2013
The CEO and CBO Advisory Council members serve on the Council indefinitely. Advisory Council members who are Chairs of Standing Committees serve the length of term as allowed by the rules governing election as Chair of a Standing Committee. Teacher members are appointed by each Standing Committee and serve a term on the Advisory Council in accord with their appointment by their Standing Committee.

Meetings

The Advisory Council members meet a minimum of once a month, but more often as necessary, and are expected to attend Governing Board meetings, Advisory Council meetings, and their own Standing Committee meetings to ensure school-wide communication in decision-making.

Members of the Advisory Council and members of other Standing Committees report the activities of their groups, seek faculty and staff input, and promote school wide discussion of issues.

The Advisory Council operates in accordance with the Brown Act. Agendas and minutes for each meeting are posted in public places to ensure equity and equal access by all stakeholders.

STANDING COMMITTEES

Function

In addition to encouraging the participation of all stakeholders through attendance at all Governing Board meetings and school-wide events, the BCCHS Governing Board has established Standing Committees to focus on governance tasks and/or policy recommendations.

The Standing Committees are as follows:

- Curriculum and Instruction - curriculum, instructional delivery, professional development, graduation requirements, technology, school calendar and scheduling. All academic Department Chairs are required to serve on this committee.

- Student Services - student safety, due process and grievance procedures, academic integrity, attendance, and student activities.

- Human Resources - employee benefits, incentives, and work-related issues.

- Facilities and Operations – oversight of new construction, appropriation of bond measure and other such funds, and other plant improvements and policies, among others.

- Fund-Development – strategic planning, resource development, community outreach and networking, cultivating opportunities of financial benefit to the school.

- Oversight – (Community Representative Board Members only with CEO and CBO) –
Risk Management and Senior Fiscal Oversight, annual internal and external operations and fiscal audits - policy on facilities rental, leasing, licensing and other major fiscal matters

The Governing Board clearly defines the purpose and decision-making authority of each Standing Committee. In fulfilling its defined purpose, each Standing Committee seeks input from stakeholders at BCCHS. All advice/decisions of the Standing Committee are consistent with the authority granted by the Governing Board and the Standing Committee’s defined purpose. A Standing Committee has no authority to act in contravention with the Charter School’s current bargaining agreements and shall not supersede or relieve any obligation by BCCHS to collectively bargain when legally required.

Changes to Standing Committees (e.g. composition, purview etc.,) may be made at any time by the BCCHS Governing Board, and may be considered a material revision to the charter.

**Composition of the Standing Committees (See Appendix A: Bylaws of Birmingham Community Charter High School.)**

**Standing Committee Elections**

All Standing Committees will solicit interest from stakeholders for Certificated, Classified, Parent and Student open positions in the spring semester. If there are more open positions than candidates for any stakeholder group, the candidate will automatically fill the position for that stakeholder group. If there are more candidates than open positions, an election will be held amongst that stakeholder group before the school year ends. (Ex: Classified personnel will hold elections for the classified position on any Standing Committee.)

**Standing Committee Terms**

All terms for positions on Standing Committees are two year terms with the exception of Student members and Department Chairs on the Curriculum and Instruction Committee. Student nominations from the Student Leadership Class will occur at the beginning of the applicable school term. Department Chair positions are determined in the elections as stated in the collective bargaining contract.

**Standing Committee Meetings**

Each Standing Committee will be required to meet a minimum of once a month, but more often as necessary. Consistent with legal requirements, Standing Committees will make it a practice to seek the input of stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the Standing Committees will be held in accordance with the Brown Act.

**Board Oversight of Fiscal Management**

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A campus financial office staffed by the Chief Business Officer (“CBO”) oversees all financial matters on campus and makes recommendations to the Board for final approval. Budget allocations and expenditures are public records which may be requested through this office. Each Standing Committee may be authorized to review and make recommendations to the Board regarding portions of the Charter School’s budget under its previously stated purview and only in alignment with the authority granted by the Governing Board. The Governing Board may authorize a standing committee to make financial recommendations regarding specified portions of the Charter School’s budget.

The CBO identifies all necessary expenditures and budgets for in response to the needs of the school using a “zero-based budgeting” approach, which means that all expenditures are justified and not necessarily based on past practices. The CBO, Advisory Council, CEO/Principal, and administrative staff review the budget and any budget proposals to modify the budget as needed. The resulting budget is sent to the Governing Board for review, input and recommendation for approval. In the event that a simple majority of the Governing Board to approve the budget cannot be reached in a timely manner, the CBO has the authority to pay for essential ongoing costs such as utilities, salaries, health benefits, and other daily operational expenses. The Governing Board may also act on the budget without a majority if the budget has failed to reach a majority after two attempts or if necessary to meet the timelines required by Education Code Section 47604.33.

The Advisory Council, in cooperation with the CBO and CEO, will review the budget periodically to compare actual and projected expenditures. The Advisory Council, CBO, and CEO review changes to the current overall budget before recommendation to the Governing Board.

**Leadership Compensation**

BCCHS leaders conducting business or activities related to BCCHS governance, including Governing Board members, Advisory Council members and Standing Committee members, will receive no compensation beyond reimbursement for mileage or actual expenses incurred in service as Board, Advisory Council and Standing Committee members.

**Governance Structure Flow Chart**
CONFLICT OF INTEREST

The Charter School has a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any future charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any
complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that BCCHS does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


(See Appendix F: Parent Complaint Forms.)

LEGAL AND POLICY COMPLIANCE
BCCHS shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES
BCCHS, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. BCCHS, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.
NOTIFICATION OF THE DISTRICT
BCCHS shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by BCCHS. BCCHS shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ELEMENT 5
EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school.
California Education Code Section 47605(b)(5)(E)

EQUAL EMPLOYMENT OPPORTUNITY

BCCHS acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

BCCHS shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

BCCHS will select its own staff. Consistent with any legal requirements or contractual obligations, positions will be posted on the Charter School’s web site and through various other media. The standards for employment will be based on education background, training, experience, and other qualities.

Consistent with legal requirements or collective bargaining agreement obligations, the conditions and requirements for employment stated in the charter petition including, but not limited to, qualifications, selection, duties, discipline, evaluation and related procedures may be negotiated and amended by the Board of BCCHS and, if applicable, exclusive representatives without the need to amend the charter.
STAFF SELECTION

Selection Procedures

When teacher, administrator or classified vacancies occur, the Governing Board of BCCHS will establish a Hiring Panel, consisting of stakeholder representatives including: administrators, department head or designee who is a UTLA member, classified staff, parents, and a student government leader. One person may fulfill more than one representative role. The Hiring Panel shall:

- Create a comprehensive description of each vacancy
- Advertise the vacancy in printed, digital and internal venues (BCCHS website, UTLA, EdJoin, Daily News/ LA Times, Center for Non-profit Managements)

Process:

Candidates will submit the following for consideration by the Hiring Panel:

- Completed application on EdJoin
- Resume detailing educational and professional experience, membership in professional organizations, and other relevant information.
- Letter(s) of recommendation from previous Principals, Department Chairs, immediate supervisors, and/or colleges attended (for newly certificated teacher) or other documentation relevant to assessing professional ability/aptitude.
- Transcripts of Undergraduate and Graduate degrees and credentials

The HR Manager will review resumes to determine whether an applicant meets minimum legal and professional criteria prior to submitting them to the Hiring Panel for review.

The Hiring Panel will review resumes of applicants who meet minimum criteria and select highly qualified candidates to interview. The interview panel will interview and select the best candidate for each vacancy.

For every interview, the following constituents must be represented on the interviewer panel: one administrator (CEO/Designee), the HR Manager, the applicable department head/designee, a representative of the Human Resources Committee, a classified employee, certificated employee, a parent, and one student. Any one person on the interview team may represent more than one stakeholder group. Due to the time constraints of scheduling interviews and filling open positions, the interview panel may convene without a parent and/or student representative.

All applicants are required to:

- Provide medical clearance (including TB test results)
- Submit fingerprints for background investigation (DOJ)
- Furnish a criminal record summary as required in Education Code Section 44237
- Provide proof of legal employment status
• Sign child abuse reporting requirement
• Sign drug-free environment requirement

A final offer of employment is contingent upon all conditions and requirements for employment being met under the state of California, NCLB and federal guidelines.

**Day-to-Day Substitutes**

BCCHS utilizes qualified substitutes from an outside service provider that complies with state and federal employment guidelines. BCCHS ensures that substitutes have submitted fingerprints for background investigation and are cleared for employment.

**EMPLOYEE JOB DESCRIPTIONS**

**Administration**

Administrators at BCCHS should possess experience/qualifications in the following areas: leadership abilities, skill in hiring and supervising personnel, technological and data-analysis experience. The administrative team should also possess a comprehensive vision for the educational program that is consistent with the school’s mission and educational program.

**Chief Executive Officer/Principal**

The CEO will have authority to execute and oversee administration of the policies established by the BCCHS Charter. The CEO will be selected, hired, evaluated, and when necessary, replaced by the Governing Board in accordance with the Board’s bylaws and any applicable employment agreement. The CEO’s performance evaluation will be conducted in a closed session of the Governing Board. At the end of each school year, the Governing Board, along with the CEO, will set professional goals and create employment evaluation criteria for the following year.

**Requirements and Qualifications for CEO**

• Master’s degree or its equivalent
• Teaching credential
• Minimum of seven years classroom teaching experience
• Administrative Services Credential (Pupil Personnel Services credential for Assistant Principal of Counseling)
• Positive references

**Primary Responsibilities:**

• Maintain charter requirements
• Report to and be accountable to the Governing Board
• Be involved in the development of the budget
• Serve as liaison to the community, legal and financial advisors, LAUSD, county and state
• Attend Governing Board meetings
• Be responsible for implementation of Governing Board decisions related to the charter
Seek and procure charter grants, local, state, federal and alternative sources of funding

**Chief Business Officer**

**Requirements and Qualifications:**
- Any combination of training/education, and experience equivalent to a graduate degree from an accredited college/university with emphasis on business administration.
- Five years of successful experience in school business, comparable private sector experience, or related school operations.
- Exemplary communication skills and demonstrated ability to write and present orally clear and concise management, finance and related reports.
- Strong interpersonal skills demonstrated by the ability to establish and maintain effective relationships with people both inside and outside of the school.
- Knowledge of applicable state laws, codes, regulations, policies and procedures.

**Role and Function:**
The Chief Business Officer is responsible for the organization and administration of the financial and business affairs of the school. The Chief Business Officer supervises purchasing, accounting/finance, human resources, civic center, maintenance and operations, transportation, facilities, food services and information technology. The Chief Business Officer formulates implements, evaluates, and communicates fiscal policy and procedures to ensure that a financial perspective is introduced in all major decision processes. Specific function of the CBO includes:

- Preparation and control of budgets and expenditures
- Procurement of supplies and equipment
- Provision of food services for students and employees
- Negotiation and administration of contracts
- Evaluate organization, policies, and procedures
- Present business services items before the BCCHS board
- Confer with representative of private firms, other agencies and the public in regard to matters affecting BCCHS interests
- Establish records and prepare required reports to assure compliance

**Assistant Principal/Director**

**Primary Function**
Serves as a member of the administrative team of Birmingham Community Charter high school; Will provide leadership in the counseling and guidance programs, and in the evaluation and development of curriculum; and develop the school’s master schedule under the direction of the principal. Assists the principal in performing school management duties required by law, by the rules of the board and by administrative regulations.

Responsible to: CEO/Principal
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Subordinates
Certificated and classified personnel as assigned (includes evaluation duty as assigned)

Responsibilities:
Provides educational leadership by:

1. Building the capacity of teachers to improve teaching and services to students.

2. Supervising instruction and instructional activities including the use of data to implement improvements in teaching and learning.

3. Assisting in formulating, interpreting, and implementing the school’s administrative policies.

4. Developing and improving instructional programs and student services, plant management, staff development, and community affairs

5. Assisting with review and assessment of the instructional needs of the school; suggests curriculum changes, implements graduation requirements, and shares responsibility for providing instructional leadership in curriculum development and implementation.

6. Assisting with and/or oversees the plan and provides leadership for the counseling and guidance program of the school; may plan and organize allocated student personnel services time to provide for individual and group counseling of students in the areas of educational, personal, and career needs; may supervise attendance accounting and reporting.

7. Compiling, presenting, and interpreting student and class data necessary to plan the educational program; maintains appropriate record forms.

8. Assisting with and/or oversees the plan and organization of the master schedule; coordinates the scheduling of individual students into appropriate classes for regular and summer school.

9. Assisting with and/or oversees standardized testing programs, state mandated surveys, and mandated proficiency testing as assigned by the principal.

10. Assisting with and/or oversees the maintenance of student cumulative records; assist with and/or supervises release of student information and transfer of records.

11. Coordinating community resources and serves as a resource person to school personnel; develops programs in the areas of career planning, education alternatives, and college advisement; provides professional development as required; confers with parents and other members of the community to interpret the school program.
12. Coordinating the identification, placement, and reporting of students eligible for Special Education, Gifted and Talented Education, and Master Plan Program for English Learners as assigned.

13. Coordinating student transition between school levels and plans school orientation programs.

14. Assisting in general administration of the total school program including supervision of students and preparation of District reports and surveys as assigned.

15. Evaluating the performance of subordinate personnel as assigned.

16. Other related duties as assigned

Qualifications

Education

1. An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
3. At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology

Experience

Required

1. At least five school years of successful full-time public school certificated service with no fewer than three years as a teacher in the K-12 program.

Desirable

1. Experience as a coordinator or in another comparable leadership position(s) in a secondary school.
2. Experience at senior high school level.
3. At least two school years of successful experience as a counselor in a middle/senior high school (grades 6-12),

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge and understanding of the Education Code, Board Rules, District policies and procedures, and negotiated agreements.
2. Ability to organize and direct the activities relating to student personnel services of the school
3. Ability to understand the principles and practices of counseling and guidance, and their relationship to the total school program
4. Ability to interpret school counseling, and guidance policies and procedures to parents and other members of the community.
5. Knowledge of the uses and limitations of standardized tests, and the ability to interpret test results.
6. Ability to provide leadership in professional development activities for counselors, counseling-assistants, teacher assistants, aides, and teachers.
7. Ability to manage and provide leadership in crisis situations.
8. Ability to efficiently manage high volume work and multiple tasks.
9. Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group.
10. Ability to effectively utilize computer technologies, such as email, word processing, and student information system programs.
11. Ability to work effectively with all racial, ethnic, linguistic, and socio-economic groups.

Health Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

**Credentials Required**

One of the following California credentials authorizing service in the K-12 program must be in force and on file in the Los Angeles County Office of Education:

1. Secondary School Administration Credential
2. Standard or General Administration Credential
3. Administrative Services Credential

**Desirable**

General Pupil Personnel Services Credential

**Teacher Job Description**

**Purpose:**

Under the direction of the School Principal the teacher is responsible for the education of assigned students and will create a flexible program and class environment favorable for learning and personal growth.

**Essential Duties and Responsibilities:**

1. Maintain and enrich their expertise in the subject area they will teach.
2. Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter.

3. Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis.

4. Provide direct and indirect instruction.

5. Long and short-term planning addressing individual needs of students.

6. Prepare students adequately for all required assessments.

7. Evaluate student’s progress.

8. Prepare at least quarterly individual student achievement reports for parents.

9. Provide an inviting, exciting, innovative learning environment.

10. Engage in effective and appropriate classroom management.

11. Accept and incorporate feedback and coaching from administrative staff.

12. Serve as an advisor to students, including organizing advisory groups, overseeing the academic and behavioral progress.

13. Utilize computers and other technological classroom support equipment in student instruction.

14. Perform other duties as assigned and deemed appropriate by the Principal.

**Qualifications:**

1. Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience.

2. Possess any required state teaching credential and meet any other credentialing requirements.

3. Ability to pass criminal background investigation.

4. Demonstrated communication skills.

5. Demonstrated ability and experience to engage the interest of school-age children.

6. Demonstrated ability to work with diverse children, including those with special needs.

7. Teaching experience in a public or private school, preferably in an urban setting.

8. Demonstrated ability to work well with parents.

9. Demonstrated ability to work effectively as a team member.

10. Demonstrated ability to evaluate tests and measurements of achievement.

11. Demonstrated willingness to be held accountable for student results.

**Physical Demands:**

Spends the majority of the day standing and sitting in the classroom. While standing the teacher will frequently hold light objects they are working and demonstrating, etc. These can be held from waist level to slightly above the teacher’s head. Teacher must be able to walk through the classroom and be able to maneuver in tight spaces between desks. Dealing with students can entail kneeling or squatting, stooping and bending from 50-70 degrees at the waist on an occasional to frequent basis on a given day. The chalkboard or white board is occasionally to frequently used which can require grasping the chalk or marker or eraser, reaching at, below or
above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look back at class.

Teachers may be required to assist in physical education on a rotating basis and this would occasionally involve lifting, using both upper extremities while assisting the child. The teacher may be required to do playground/yard duty, which involves walking on even and uneven surfaces including pea gravel and negotiating a 6” curb.

The teacher may use computers, overhead projectors, TV, VCR, etc. which would require a 10 pound force to push or pull the TV/VCR stand. The overhead projector requires 5 pounds of force to move. When working with equipment it may also be necessary to forward bend, squat, and/or kneel.

The teacher often moves children’s desks and chairs to change the layout of the classroom to influence teaching situations. It is occasionally necessary to life and carry boxes weighing up to 25 pounds from the office to the classroom up to 200 feet away.

The teacher must sit on an occasional basis when developing lesson plans, grading, etc. This is done at the desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb or balance on counters, step-ladders or chairs.

Work Environment:

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust; noise level is moderate to loud. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

Right to Revise:

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Counselor Job Description

Purpose: Under the direction of the CEO/School Principal or their designee, all counselors are responsible
for the educational advisement of assigned students leading to the fulfillment of graduation requirements that will prepare all students for career and college. As necessary the counselor will promote a favorable environment that will also promote learning and personal growth within the SLC career pathways.

**Essential Functions:**

- Using all available data and programs, the counselor places all students into academically appropriate and rigorous classes that will prepare them to meet all graduation and A-G requirements as well as proficiency in core subjects. Counselors will also understand the RTI model, English Learner requirements and Special Education placements according to the student IEP.
- Counselors will participate in various multidisciplinary teams including but not limited to Student Success Team (SST), Student Attendance Review Board (SARB), Individual Education Plan (IEP) and Crisis Teams. The counselor will act as the Administrative Designee as needed for scheduled IEP’s.
- Collaborates and works with the Administration Team and SLC Leads so that academic and social protocol is consistent. Accept and incorporate feedback and coaching from the administrative staff.
- Provides individual and group counseling to guide students in the areas of academics, social-emotional needs, and career.
- Meet at least once a year with each student within the SLC. Each counselor will develop and maintain an Individual Graduation Plan which will be documented in Aeries using the drop down menu feature.
- Each counselor will perform a **quarterly check** of all students that are failing one or more classes. All meetings with students will involve an **attendance, discipline and grade check**. The counselor is to document the meeting and any interventions in the student information system (Aeries) so that a record can be kept of all contacts. (WASC and Charter Renewal). Maintain accurate records documenting student progress towards graduation.
- Regularly communicate with parents/guardians regarding the student’s progress, standardized test results, attendance, and discipline issues as documented in Aeries.
- Dropout prevention. The counselor will work collaboratively with the SLC clerk and school deans to identify those students with poor attendance and behavior issues. The counselor will make contact with the parent or guardian and document in Aeries any interventions or reasons for student absence. The counselor will continue to monitor said students.
- Assists in the development of the master schedule for the school site.
- Develops programs, including the delivery of guidance lessons to address student attitudes, understanding of self and others, personal health and safety, communication skills peer relationships, goal-setting/decision making, conflict resolution, career awareness, college preparation and post-secondary planning.
• Perform other duties as assigned and deemed appropriate by the CEO/Principal or the designee.

**Physical Demands:**
Spends the majority of the day standing and sitting in the office or classroom. While standing the counselor may frequently hold light objects they are working and demonstrating, etc. These can be held from waist level to slightly above the head. The counselor must be able to walk through the classroom and be able to maneuver in tight spaces between desks. Dealing with students can entail kneeling or squatting, stooping and bending from 50-70 degrees at the waist on an occasional to frequent basis on a given day. The chalkboard or white board is occasionally to frequently used which can require grasping the chalk or marker or eraser, reaching at, below or above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look back at class.

Counselors may be required to assist in physical education on a rotating basis and this would occasionally involve lifting, using both upper extremities while assisting the child. The counselor may be required to do playground/yard duty, which involves walking on even and uneven surfaces including pea gravel and negotiating a 6” curb.

The counselor may use computers, overhead projectors, TV, VCR, etc. which would require a 10 pound force to push or pull the TV/VCR stand. The overhead projector requires 5 pounds of force to move. When working with equipment it may also be necessary to forward bend, squat, and/or kneel.

The counselor must sit on an occasional basis when developing scheduling plans, grading, etc. This is done at the desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb or balance on counters, step-ladders or chairs.

**Work Environment:**
This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust; noise level is moderate to loud. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

**Right to Revise:**
This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

These may be altered by the Board as necessary to most effectively staff the school and evaluate staff as allowed by state and federal guidelines.

**Staff Credentials, Requirements And Qualifications**
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As an independent charter school, BCCHS reserves the right to make personnel decisions which shall adhere to any applicable collective bargaining agreements in place and applicable state and federal laws.

**General Office Tech/Classified Employee**

*Purpose:*

Coordinates completion of a variety of general office activities and provides support to the school administrator by performing the following duties personally or through subordinates.

**Essential Duties and Responsibilities**

1. Responsible for attendance, which includes obtaining and compiling daily attendance records and reports.
2. Performs administrative assistance which involves training office staff, screening and recording calls and requests, takes care of all correspondence, text book orders.
3. Oversees lottery by keeping accurate and timely records, scheduling and coordinating lottery date and conducting lottery.
4. Responsible for managing applications and transcripts, verifying transcripts, receiving and processing applications for employment.
5. Assisting in purchasing, transportation, travel arrangements and field trips.
6. Performs scheduling duties
7. Assists in the collection of data required for the preparation of reports to the charter entity and other appropriate bodies.
8. Answers phones and professionally greets callers, takes and distributes phone messages timely and accurately.
9. Welcomes parents, children and guests to the school
10. Coordinates mailings and copying.
11. Other duties and responsibilities as assigned.

**Qualifications:**

1. High School diploma (or GED) or higher degree
2. Three to four years similar charter school experience
3. Must be knowledgeable of current school software and a variety of electronic tools including internet, email, and voicemail
4. Demonstrated ability to relate well to adults and children.

**Physical Demands:**

While performing the duties of this job, the employee is regularly required to walk; sit; use hands to finger, handle or feel; talk or hear. The employee is frequently required to reach with hands
and arms. The employee is occasionally required to stand; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds.

**Work Environment:**

The work environment is representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

**EMPLOYEE COMPENSATION - SALARY AND HEALTHCARE BENEFITS**

**Salary Schedule**

Until negotiated otherwise, for all employees BCCHS will adhere to the salary schedule(s) contained in contracts agreed upon by BCCHS and representative units and individuals. BCCHS certificated employees' compensation will have a baseline of equal to or better than the current 2008 – 2011 UTLA-BCCHS contract.

BCCHS and UTLA will review and revise the compensation schedules as needed (and where applicable) as part of subsequent collective bargaining agreements that reflect using this baseline and all other comparable high schools throughout Los Angeles County. “Comparable schools” will be defined by collective bargaining agreements as well.

BCCHS has the right to set work schedules with comparable compensation based on student needs, staffing patterns and fiscal capabilities and in compliance with negotiated collective bargaining agreements.

Consistent with the Educational Employment Relations Act, the wages, hours and benefits of represented groups at the time of charter renewal may not be reduced or decreased unless required by law or through negotiations between the respective parties, including the necessity, if applicable, for any respective employee group to ratify such changes.

To promote collective responsibilities and teamwork among staff members, incentive plans will be developed and implemented (subject to any possible collective bargaining requirements) in an equitable manner when the fiscally sound budget supports it. BCCHS will negotiate compensation per the terms of any applicable collective bargaining agreement.

The work calendar and corresponding salary for the CEO, CBO and Administrative Team shall be approved by the Governing Board.

**Additional Compensation**

- Additional compensation will be offered for additional leadership responsibilities as defined by the Governing Board

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• Additional compensation for teachers will be offered for additional teaching responsibilities as defined by the Governing Board
• Additional compensation for paraprofessionals will be offered as needed for student support and as defined by the Governing Board.
• Overtime opportunities for other classified employees will be offered when necessary and when deemed fiscally responsible

Differentials and Stipends

All differentials and/or stipends will be based on current BCCHS rates and eligibility criteria approved by the Governing Board and in a fiscally sound manner.

Birmingham has committed to building its capacity and using its funds to meet the needs of students. For unrepresented employees, the compensation will be reviewed annually. For employees represented by a collective bargaining unit, compensation will be determined by that collective bargaining agreement.

Depending on BCCHS’ fiscal health, additional differential and/or stipend categories may be negotiated, including:

• Coaching Stipend
• Bilingual Differential for those certificated personnel with a BCLAD or Bilingual Credential and who are teaching in a distinct Master Plan program class
• Mentor Teacher
• National Board Certified Teacher
• Degree Differential
• API Growth incentives
• Special Education
• Technology, Math or Science
• Attendance incentives
• Department Chairperson

The Board reserves the right to alter these terms without amending the charter.

BCCHS will provide all of its employees with a competitive health care benefits package comparable to, or greater than, the then current benefits package provided by LAUSD to its employees.

BCCHS and UTLA will review and revise its health care benefits as needed (and where applicable) as part of subsequent collective bargaining agreements using all other comparable high schools throughout Los Angeles County as a baseline. “Comparable schools” will be defined by collective bargaining agreements as well.

Consistent with the Educational Employment Relations Act, the health care benefits of represented groups at the time of charter renewal may not be reduced or decreased unless

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through negotiations between the respective parties (UTLA and BCCHS) including the necessity for any respective employee group to ratify such changes.

Benefits for all certificated employees shall remain in accordance with BCCHS’ agreement with UTLA, or any subsequent collective bargaining unit.

Benefits for new Non-certificated employees shall be reviewed by the Governing Board and may be modified from the current policies in place.

The Governing board will review the benefits package for both certificated and classified employees as it pertains to development of the annual budget and will be in accordance with the contract established between BCCHS and any applicable collective bargaining units. This review will take place and conclude prior to the annual open enrollment period which occurs in the month of May. Employees have thirty (30) business days to sign-up for benefits through open enrollment before the closing of the open enrollment period.

**PERFORMANCE EVALUATION**

All employees will retain any applicable rights of due process in accordance with applicable California law and collective bargaining agreements, including notice of deficiency, opportunity to improve, reevaluation, and determination that appropriate procedures were followed. Unless exceptions are negotiated with the applicable exclusive representative, all Certificated Personnel (including counselors) are protected by all pertinent sections of the California Education Code.

**CEO and Management Team (Directors)**

The Governing Board will establish specific goals based on the “California Professional Standards for Education Leaders” for the CEO at the end of the school year. The Governing Board will evaluate the accomplishment of all goals and make recommendations for the next school year as needed. The Governing Board shall evaluate the CEO. The CEO shall evaluate the rest of the administration team and make recommendations to the Governing Board. The Board may review, modify or revoke the contracts based on these recommendations.

The following is the evaluation system for the CEO/Principal for BCCHS:

**CEO/Principal Evaluation Review will be based on the following:**

**Performance Rubric System:** 4 – DISTINGUISHED; 3 – PROFICIENT; 2 - DEVELOPING; 1 - UNSATISFACTORY

**Areas of Evaluation/Performance Standards:**

1. **Effective Leadership and Vision** – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations
2. **Instructional Program and Academic Achievement** – Demonstrates the ability to influence the instructional program in positive ways
3. **Managerial Leadership** – Ensures a safe, efficient and effective learning environment through effective management of the organization, operations and resources of the school.

4. **Staff, Student and Community Relations** – Demonstrates the ability to foster effective collaboration with staff, students and parents, to respond to diverse community interests and needs, and mobilize community resources. Utilizes effective strategies of communication to ensure a transparent and streamlined process for information flow within, into and out of the school.

5. **Professional Ethics and Integrity** – Promotes the success of the school by acting with integrity, fairness and in an ethical manner.

6. **Financial Accountability** – Maximizes, manages and allocates financial resources in support of the vision, mission and goals of the charter.

7. **Charter Outcomes** – Demonstrates the ability to meet Federal and State Standards and Charter Requirements (See excel Data Outcome Comparison Charts)

**Descriptors for each Area of Evaluation** – See Evaluation Instrument for the detailed descriptors

**Tools for Evaluation Assessments:**
- Surveys to Stakeholders have been listed by areas of Evaluation (some as indicated others by our own coding system): See samples – 1) Parents/Guardians, Community, 2) Students and 3) Faculty & Staff – Delivery System by BCCHS website, email or mail (Data to be aggregated by service)
- Reports to be used in Data Outcome Comparison Charts
  - Accountability Progress Reporting (APR) charts Academic Performance Index (API) – Base API, Ranks and Targets – Charter, Federal & State Targets
  - Executive Summary School Accountability Report Card (SARC) – Student Enrollment and Teacher Indicators
  - PERB
  - MAPP Assessments
  - CAHSEE

**Timeline for Evaluation Tools:** Will be based on Fiscal Year July 1<sup>st</sup> – June 30<sup>th</sup> (School Year is Aug – May)
(The timelines are subject to change)

**End of Third Year:**
- BCCHS Board will use tools at hand to determine CEO/Principal Release Notice before March 15<sup>th</sup>

**Yearly:**
- Mar – CAHSEE Test Scores
- End of August – test scores and state assessments
- End of August – Data Outcome Comparison Charts and Reports

**1<sup>st</sup> Semester:**
- November – Surveys distributed
- December – Surveys aggregated for review
- End of Semester - Review of graduation standards

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2nd Semester:
Review assessment tools and discuss with CEO/Principal strengths and areas of Improvement. Discuss pathways to improve performance

Monthly:
Financial Accountability (per CBO report)
CEO/Principal Report:
   (HR) Current or New Programs that impact, Students, Community Outreach, Administrators, Teachers or Staff

CEO/Principal Input
Self Evaluation
Discussion on items to change on surveys, evaluation instrument and evaluation process

Certificated Staff

Upon commencing operations and unless and until bargained otherwise, BCCHS will continue to use the STULL forms. All evaluations will be conducted by the school Management Team, (the CEO and Administrative Team). In the future, BCCHS has the right to negotiate its own personnel evaluation instruments that are aligned with the California Professional Teaching Standards.

Paraprofessionals

Paraprofessionals will have ongoing supervision and observation by teacher(s) and an immediate supervisor. Each will have a completed written evaluation by an administrator at the end of the year and a conference to review the evaluation.

Evaluation of Non-Teaching, Non-Certificated Employees

The CEO and relevant members of the Management Team, in accordance with collective bargaining agreements, will conduct performance reviews of non-certificated staff. Any system of evaluation of non-certificated staff shall include a grievance procedure that is aligned with any applicable collective bargaining agreement requirements

Other Classified

All employees will be observed and evaluated by their immediate supervisor. The CEO will evaluate managers, i.e. cafeteria, physical plant, student store, etc. Every employee will have a completed written evaluation form at the end of the year and a conference to review the evaluation.
RECRUITMENT OF TEACHERS

BCCHS believes that the recruitment and hiring of qualified staff must reflect the needs of the students and the community.

Available positions will be advertised in print publications, on our website, in union and local area district print and online publications, in professional forums, and in credentialing and graduate schools of education. Applications will be received and interviews will be conducted as described in the “Staff Selection” section above.

We will utilize peer coaching to develop and retain effective teacher-leaders who have clear vision, courage and skill to take action, and confidence to include diverse perspectives in making decisions.

At BCCHS:

- Leaders recruit, hire, support and develop staff that is most qualified to help all students achieve standards.
- Leaders assign the most qualified staff to serve students. Highly qualified staff includes certificated personnel who are certified to serve English Learners when the student population includes a significant number of English Learners.
- Leaders proactively recruit and hire certificated personnel and other staff who evince a strong ethical principle of educational equity and excellence and dedication to achieve it.
ELEMENT 6
HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F)

HEALTH, SAFETY AND EMERGENCY PLAN

BCCHS shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. BCCHS shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. BCCHS shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

BCCHS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

BCCHS shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. BCCHS shall maintain TB clearance records on file.

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BCCHS shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. BCCHS shall maintain immunization records on file.

In order to provide safety for all students and staff, BCCHS will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers, risk management experts and LAUSD. The following is a summary of the health and safety policies and facilities management and risk management policies of BCCHS. A comprehensive set of policies is on file at the Charter School. These policies will be incorporated as appropriate into the Charter School’s pupil and staff handbooks and will be reviewed on an ongoing basis in the Charter School’s staff development efforts and Governing Board policies. Employees shall be trained annually on the policies.

HEALTH POLICIES

Role of Staff as Mandate Child Abuse Reporters

All BCCHS faculty and staff are mandated child abuse reporters under state and federal law. All employees shall comply with California state law (Penal Code Section 11164, et seq.) reporting procedures and follow the same policies and procedures used by LAUSD. A mandated reporter shall make a report to a law enforcement agency or child protective agency whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written followup report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations to the same extent as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

BCCHS will adhere to Education Code Section 49423 regarding administration of medication in
school.

**Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis. BCCHS will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

**Blood Borne Pathogens**

BCCHS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Drug Free / Alcohol Free / Smoke Free Environment**

BCCHS shall function as a drug, alcohol and tobacco free environment.

**Comprehensive Sexual Harassment Policies and Procedures**

BCCHS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

**SAFETY POLICIES**

BCCHS will continue to maintain a Safe School Plan in collaboration with LAUSD. The Charter School will enhance school safety by collaborating with the Los Angeles Police Department and LAUSD School Police on prevention. In addition, the Charter School will continue to conduct required as well as other emergency drills, such as lockdown and intruder on campus, to simulate possible emergency scenarios. As a neighboring school, BCCHS will collaborate with neighboring schools on safety plans.

**Background Checks**

The CEO of the Charter School shall monitor compliance with this policy and report to BCCHS Board of Directors on a semiannual basis. A Board designee shall monitor the fingerprinting and background clearance of the CEO. Volunteers, not under the direct supervision of a credentialed employee, shall be fingerprinted and receive background clearance prior to volunteering without

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the direct supervision of a credentialed employee.

**Freedom from Harassment Policy**

Birmingham Community Charter High School ("BCCHS") does not tolerate acts of harassment, including acts of harassment based on race, color or national origin. BCCHS is committed to having a school environment free from all harassment on the basis of race, color and national origin. Harassment based on race, color and national origin is prohibited at all academic, extra-curricular and school-sponsored activities.

All BCCHS students and staff members are entitled to work and learn in an environment that is free from verbal, physical, sexual, or emotional harassment. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code (Ed Code section 220).

Any student who believes he or she has been subjected to harassment or a hostile environment based on race, color or national origin is encouraged to immediately report the incident to the BCCHS Principal. If a student reports an incident of harassment or discrimination to another BCCHS staff member, the staff member must promptly report to the BCCHS Principal all incidents of harassment of which they become aware, by whatever means. BCCHS is committed to conducting a prompt investigation of all formal and informal complaints of harassment and discrimination.

Harassment can consist of, but is not limited to, the following: jokes, name-calling, gestures, the display of pictures or symbols, written notes, innuendoes, comments, or other behavior that offends or shows disrespect to a student or staff member on the basis of race, religion, national origin, gender, gender identity, gender expression, sexual orientation, disability, age, or proficiency in English. Sexual harassment can consist of, but is not limited to, the following: sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

Students, family members, or staff members who have a concern about harassment should make a written complaint to the CEO or his or her designee. The CEO or his or her designee will respond to concerns in writing in a timely manner and appropriate disciplinary action will be taken. Such discipline may include, if circumstances warrant, suspension or expulsion, or termination of employment. BCCHS encourages all students, parents, and staff to work together to prevent acts of harassment of any kind.

The Birmingham Community Charter High School (the “Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to the Uniform Complaint Policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for complaints.
The Charter School acknowledges and respects every individual’s rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the CEO/Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

**Procedures for Addressing Complaints**

The BCCHS Compliance Officer, that is, the principal/CEO, will follow all necessary notifications and procedures protocols including:
1. Filing of the complaint
2. Mediation
3. Investigation of the Complaint
4. Responding to the Complaint
5. Issuing a final written decision

**Emergency Preparedness**

BCCHS will continue to follow the safety and emergency preparedness plan, which was developed per the guidelines set forth by LAUSD. This plan also includes:

- Responses for fire, flood, earthquake, terrorist threats, and hostage situations
- Staff training on emergency procedures
- Emergency preparedness exercises once each school year
- Storage of water, food, and first aid supplies for three days as outlined in LAUSD’s emergency preparedness bulletin

**INSURANCE REQUIREMENTS**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

EVIDENCE OF INSURANCE

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability
resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Proof of Insurance

BCCHS will provide LAUSD with proof of insurance satisfying LAUSD’s requirements.
ELEMENT 7
RACIAL AND ETHNIC BALANCE

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code Section 47605(b)(5)(G)

COURT-ORDERED INTEGRATION

BCCHS shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

BCCHS has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and BCCHS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). BCCHS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

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As required under NCLB, all NCLB-PSC students attending BCCHS shall have the right to continue attending BCCHS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to BCCHS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

BCCHS shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. BCCHS shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at BCCHS under the NCLB-PSC program increases in subsequent years, BCCHS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, BCCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. BCCHS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. BCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

BCCHS also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

BCCHS shall attempt to maintain a stable student population that represents the racial and ethnic diversity of students in the territorial jurisdiction of the District. Pupils can achieve the BCCHS goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment. The Charter School’s efforts to achieve and maintain a racial and ethnic balance reflective of the District’s shall include the following:

• Recruitment events in various geographical regions and levels of the District;
• Documents disseminated at parent/school meetings, press releases, website announcements, orientations, tours of BCCHS;
• Written communications with respected organizations in ethnic communities and those that serve foster and homeless populations;
• Articulation meetings with feeder middle schools and parents of matriculating students.

BCCHS shall annually provide the following information to the LAUSD Charter Schools Office:

• Enrollment packets: student names, ID, ethnicity, sending school, and last school attended;
• Enrollment process for students matriculating from prior middle school;
• Copies of all recruitment materials including, without limitation, press releases, website announcements, and flyers.
Recruitment activities include mailers to over 20,000 potential students ages 14-17 residing in the local area with invitations to New Student Night and our Spring open house, visits to area middle schools for high school recruitment nights, and tours of BCCHS for prospective students and families within a ten mile radius, which represents a diverse ethnic population.
ELEMENT 8
ADMISSION REQUIREMENTS

Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H).

For admission to BCCHS, students must apply directly to the Charter School. BCCHS uses an open enrollment admission policy for all California students, and does not discriminate on the basis of any of the characteristics listed in Education Code Section 220. BCCHS will not charge tuition and is non-sectarian in all programs, admission policies, employment practices and all other operations.

Subject to capacity, the Charter School shall admit all pupils who wish to attend the School. All students are eligible to apply for enrollment in BCCHS, and admission will not be based on the residence of the student or his or her parent or guardian within the state, except that, in the event of a public random drawing, preference will be given to students residing within the former attendance area of the Charter School and students residing in the District. “Former attendance area” of the Charter School is defined as both the local neighborhood and those geographic neighborhoods, which are now sending and have traditionally sent students to BCCHS. BCCHS will admit students from the attendance boundary as agreed to in the MOU between BCCHS and the District.

BCCHS will comply with all state laws pertaining to student admission and enrollment.

BCCHS affirms that as a conversion charter school, it shall admit all students who wish to apply and that it will have preference for students in the attendance boundary.

ADMISSION INFORMATION

BCCHS shall provide orientation information to parents and students which explains the instructional program and policies, including, but not limited to the following:

- Graduation requirements
- Parent Student contract (ensures that parents and students are informed of and have opportunities to participate in intervention, parent education, credit recovery, etc.)
- Student behavior codes, including the suspension and expulsion provisions
- Student dress codes and attendance policies
- Parent participation opportunities
- Care of school property
- Commitment to the academic program

Admission Requirements

Admissions policies are under the purview of the Governing Board. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to BCCHS. There is not an additional application for traveling students (CAP, PWT, Magnet and

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NCLB/School Choice) at BCCHS. All admitted students are required to attend an orientation program prior to the opening of the school year, however failure to attend will not preclude enrollment. Upon admission, parents and students are required to sign the Parent-Student Compact, agreeing that they will abide by the Charter School policies on academics, attendance, and conduct; failure to sign the compact will not preclude enrollment. In accordance with California State Education Code 47605(d)(2), in the event there are more applicants than available space, attendance, except for existing pupils of the Charter School shall be determined by a public random drawing.

Public Random Drawing

Should the number of pupils who wish to attend BCCHS exceed the Charter School’s capacity, a public random drawing (“lottery”) will take place to determine the Charter School admission in accordance to Education Code Section 47605(d)(2)(B).

As a conversion charter school, preference in the case of a public random drawing will be given to siblings of BCCHS students, followed by residents of LAUSD and then to employees’ children not to exceed 10% of total enrollment. Existing students will be exempt from the public random drawing. The public random drawing will take place on a timeline generally adhering to the LAUSD Open Enrollment calendar. Applications will be received between the months of March and May and the public random drawing will take place within two weeks of the application closing window. Each year, specific information regarding the dates for open enrollment and a random public drawing (if necessary) will be shared with LAUSD and with the community through the school newsletter, marquee announcements, letters sent home and the school website. After all available enrollment space has been filled via the Public Random Drawing, remaining students will be placed on a waiting list, in the order in which their names are drawn during the public random drawing, which will be used as space becomes available. As is LAUSD practice, the Open Enrollment waiting list will be for fall semester only as later use of any waiting list is disruptive to schools across the District and city.

The Charter School will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. The Charter School will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The Charter School will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. The principles above will apply for a second lottery for any vacancies. Students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission
notice will be mailed to the next student on the waiting list. BCCHS will maintain auditable records of the above activities.

**LOTTERY TIMELINE**

The Charter School will determine its open enrollment and lottery dates every year before school starts.

1. Postcards about BCCHS informational meetings are sent to all families of 8th grade students in the San Fernando Valley in September-October each year.
2. Informational meetings for interested families are held in the fall and early spring semester.
3. Open enrollment is currently available to interested students from the date applications become available until the lottery.
4. If a lottery is deemed necessary, it will be held by the end of April.
5. Letters to students admitted from the lottery are sent within two weeks of the lottery.

BCCHS will invite LAUSD representatives and respected members of the community as observers of the lottery to verify lottery procedures are fairly executed.

**Special Education Enrollment**

As with general education enrollment, special education students are not discriminated against on the basis of the characteristics listed in Education Code Section 220. The Charter School will adhere to federal, state and judicial mandates regarding admission of special education students.

**False Address or Inaccurate Residence Information**

Any student who has been enrolled at BCCHS on the basis of a false address or inaccurate residence information shall be immediately withdrawn from BCCHS and referred to the school of residence. The student shall not be eligible to apply for any type of enrollment within BCCHS until the conclusion of that school year.

BCCHS discovers false or inaccurate address information when regular school mail is returned to the school. BCCHS contacts parents to obtain updated resident information, however, if none is provided, BCCHS will notify the parents, in writing, that the false address or inaccurate residence information has been discovered and that the student will be transferred to the school of residence on the date indicated.

If a false address or inaccurate residence information which was given as a basis for enrollment is discovered:

- During the first half of the semester, the student is to be transferred to the school of residence immediately.
- During the second half of the semester, the student may be allowed to complete that semester at the sole discretion of BCCHS.
**McKinney-Vento Homeless Assistance Act**

BCCHS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. BCCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

BCCHS shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. BCCHS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

BCCHS shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9
FINANCIAL AND PROGRAMMATIC AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code Section 47605 (b)(5)(I)

(See Appendix Z: Three-year Budget with Cash Flow and Assumptions.)

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar of Reports
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

INDEPENDENT FISCAL AUDIT

BCCHS must engage a certified public accountant, certified by the State of California and on the State Controller’s approved list of education auditors, to conduct an independent fiscal audit of the school’s annual financial statement in accordance with generally accepted accounting principles and auditing standards and the applicable K-12 audit guide issued by the Controller of the State of California as applicable to charter schools as incorporated in the California Code of Regulations. The final independent audit will be submitted to LAUSD, the Los Angeles County Superintendent of Schools, the State Controller, and the California Department of Education by December 15, following the close of the fiscal year. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the

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public upon request.

PROGRAMMATIC AUDIT

BCCHS will compile and provide to LAUSD an annual performance report. This report will include the following data:

- Summary data showing pupil progress toward the goals and outcomes specified in Element 2
- A summary of major decisions and policies established by the Charter School’s Governing Board during the year
- Data regarding the number of staff working at the Charter School
- A summary of any major changes to the Charter School’s health and safety policies
- Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled

ATTENDANCE ACCOUNTING PROCEDURES

Existing attendance accounting procedures (ISIS, Aeries or another comparable attendance system) that provide excellent checks and balances will continue to be utilized unless a more efficient system can be devised that satisfies state requirements.

LAUSD SERVICES

All BCCHS requested services from LAUSD would be provided on a fee-for-service basis if LAUSD agrees to offer such services. Pursuant to a negotiated memorandum of understanding between the District and the Charter School, services in which BCCHS may have an interest include the following:

- **School** Police (including filing theft reports, alarm monitoring, support during times of emergency, canine program, and patrol)
- Student Health and Human Services (including access to school mental health, nursing services, suicide prevention services, support for crisis team, and access to audiology services.
- **Site** maintenance and repair
- Bilingual fluency testing
- School Mail
- Standardized test processing

BCCHS shall retain the right to negotiate a contract with an outside contractor at any time if such a contract proves to be in the best interests of BCCHS.
ELEMENT 10
SUSPENSION AND EXPULSION PROCEDURES

The procedures by which pupils can be suspended or expelled.  
California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion, and it may be amended to comport with legal requirements in compliance with guidelines applicable to material revisions to the Charter.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling pupils, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state the Policy for discipline shall be available upon request in the main office of the Charter School.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise approved by the Principal/CEO during the period of suspension or expulsion.

I. DEFINITIONS

a. Suspension: Removal of a student from ongoing instruction for adjustment purposes. A student may be suspended from one class or all classes and still remain in school during the period of suspension if the student is appropriately supervised and instructed.
b. Progressive Discipline: Consequences that are identified as appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct.

c. Chief Executive Officer or designee: The Chief Executive Officer is responsible for supervising all school operations, including discipline of students. The Chief Executive Officer may designate and specify in writing, any one or more administrators at the schools as a “designee” to assist in any disciplinary procedures in the event that the Chief Executive Officer is not available to complete items required within Element 10. The name(s) of the designee(s) shall be kept on file in the Chief Executive Officer’s office. The Principal/CEO provides oversight to Assistant Principals and is the decision maker for recommending expulsions to the Governing Board.

d. Assistant Principal or designee: An Assistant Principal is an individual at the school responsible for overseeing the discipline process with the student, parent and deans and making recommendations for action to the Principal/CEO. The Assistant Principal may designate and specify in writing any one or more administrators, deans or certificated personnel at the school as the “designee(s)” to assist in disciplinary procedures. The name(s) of the designee(s) shall be kept on file in the Assistant Principal’s office.

e. Parent: The term “parent” shall refer to the student’s parent, legal guardian, or other adult holding educational rights.

II. LEGAL AUTHORIZATION FOR SUSPENSIONS AND EXPULSIONS

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

a. while on school grounds;
b. while going to or coming from school;
c. during the lunch period, whether on or off the school campus; (seniors with a 3.0 or better GPA have off-campus privileges) or
d. during, going to, or coming from a school-sponsored activity.

III. ENUMERATED OFFENSES

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.
c. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee’s concurrence.
d. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

e. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

f. Committed or attempted to commit robbery or extortion.

g. Caused or attempted to cause damage to school property or private property.

h. Stole or attempted to steal school property or private property.

i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

j. Committed an obscene act or engaged in habitual profanity or vulgarity.

k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

l. Disrupted school activities Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat” shall include any statement, whether written or oral,
by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying. For purposes of this subdivision, “bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property; (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health; (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. “Electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. These include: student-teacher conferences, parent-teacher conferences, counseling appointments, phone calls home, positive behavior incentives, detention, Saturday School referrals, referrals to school psychologist,
social worker and/or contracted mental health service providers for substance abuse or behavioral issues.

**Mandatory Expellable Offenses with No Administrative Discretion**

The Chief Executive Officer or designee shall immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

a. Possessing, selling, or furnishing a firearm.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance.
d. Committing or attempting to commit a sexual assault or committing a sexual battery.
e. Possession of an explosive.

**Expellable Offenses Subject to Limited Administrative Discretion**

The Chief Executive Officer or designee shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Chief Executive Officer or designee also determines that expulsion is inappropriate due to the particular circumstance:

a. Causing serious physical injury to another person, except in self-defense.
b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
c. Unlawful possession of any controlled substance, except for the first offense for possession of not more than one ounce of marijuana.
d. Robbery or extortion.
e. Assault or battery upon any school employee.

NOTE: Serious physical injury is defined as “an injury that requires substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of function of a bodily member, organ, or mental faculty.”

**Additional Findings Required for Non-Mandatory Offenses**

For any offense that is not a mandatory expellable offense, in addition to the finding that the student committed the offense, to expel the student, the governing board must also make one of the following findings:

a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
Therefore, the Chief Executive Officer or designee who makes the expulsion recommendation is responsible for providing the Expulsion Panel or Governing Board with additional evidence that will support one or both of the additional findings, in addition to evidence substantiating the allegation that is the immediate cause of the expulsion recommendation. In the event the Chief Executive Officer or designee does not provide sufficient facts or information to support at least one additional finding, the student may not be expelled.

IV. REQUIRED NOTIFICATION OF LAW ENFORCEMENT

The Charter School, prior to the suspension or expulsion recommendation of a student, will notify the local law enforcement authority if certain specified acts have been allegedly committed by that student. The willful failure to make any report required by this section is an infraction punishable by a fine, to be paid by the Chief Executive Officer or designee who is responsible for the failure to report, of not more than five hundred dollars ($500). Notification of law enforcement is required under the following circumstances:

a. Assault with a deadly weapon. [Penal Code (P.C.) section 245]
b. Possession or sale of narcotics or a controlled substance or sale or delivery of a substance represented as alcohol, a controlled substance, or any intoxicant. [E.C. sections 48900 (c) and (d)]
c. Possession of a firearm(s) at a public school. [P.C. section 626.9]
d. Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district. [P.C. section 626.10]

If the student is arrested, or released to a peace officer, the Assistant Principal or designee shall obtain the peace officer’s name and contact information and take immediate steps to notify the parent regarding the place to which the student is reportedly being taken. The efforts to notify the parent must be documented.

Note: The Assistant Principal or designee shall not suspend a student at the time of arrest unless the student has been afforded the student due process rights to a conference as set forth in this policy, nor shall the Assistant Principal or designee suspend in absentia while the student is incarcerated. Assistant Principal or designee shall wait until the student is released from custody and then proceed with appropriate disciplinary action. However, the Assistant Principal or designee may begin to investigate the misconduct immediately; the Assistant Principal or designee may be directed by law enforcement not to conduct an investigation so as not to impede the investigation by law enforcement.

V. CHILD ABUSE REPORTING

BCCHS complies with all state and federal laws regarding child abuse reporting and thereby abides by California Penal Code sections 11164 which requires that incidents of suspected child abuse be immediately reported and that mandated reporters notify the local law enforcement or child protective agency immediately.

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NOTE: The LAUSD School Police Department is not a child protective service agency and is not authorized to take reports or to investigate allegations of child abuse/neglect.

VI. MANDATORY REPORTING OF STUDENT MISBEHAVIOR

For three years from the date of the offense, all teachers must be notified of students over whom they have supervisory control who have engaged in or who are reasonably suspected to have engaged in any of the acts enumerated in this policy, other than the use of tobacco. Teachers receive this information at the beginning of each semester through their rosters in our Student Information System.

VII. PROGRESSIVE DISCIPLINE

For Non-Mandatory Expulsion offenses, the Charter School shall use progressive discipline options rather than issuing a suspension. These options include but are not limited to the following:

a. Counseling;

b. Community Service;

c. Establishing positive behavior support plan specific to the student that provides supports for identified behavior difficulties and behavior monitoring;

d. Alternative programming, such as changes in the student’s schedule, classes or course content;

e. Supplemental Education, including courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence;

f. Parent Supervision in School, whereby, consistent with the Charter School’s visitation policies, a parent comes to school and provides additional support and observes the student in his or her classes for a period or for the full school day; and/or

g. In-school alternatives, such as academic tutoring and instruction related to the student’s behavior, or support in the development of social-emotional skills.

VIII. SUSPENSION FROM SCHOOL FOR ONE OR MORE SCHOOL DAYS

a. Informal Conference with the Student

Schools are required to be proactive and to implement interventions at the earliest sign that a student’s behavior is impeding his or her learning. When student misconduct requires disciplinary action, the Assistant Principal or designee shall conduct an informal conference with the student. At this conference, the student shall be informed of the reason(s) for the disciplinary action and shall be given the opportunity to present facts and evidence in his or her defense. In addition, the Assistant Principal or designee should encourage the student to write a statement concerning the alleged misconduct and to sign and date it.
b. Suspension Conference with the Parent

If suspension is necessary, the Assistant Principal or designee shall notify the parent, remind the parent that suspension is a disciplinary action, and schedule a parent conference. The Assistant Principal or designee shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior.

Note: No student shall be penalized for his or her parent’s failure to attend a conference with a school official. The return of a suspended student shall not be contingent upon attendance by the student’s parent at the school conference.

c. Emergency Situation

The Assistant Principal or designee may suspend a student without holding an informal conference only if an emergency situation exists. The term “emergency situation” means that the Assistant Principal or designee has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the Assistant Principal or designee shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than 2 school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

d. Notice to Parents/Guardians

At the time of suspension, the Assistant Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

e. Releasing the Student from School

When a student is suspended from school, the student shall not be released from school before the end of the student’s school day unless the parent picks up the student, or authorizes in writing (e.g., emergency card) another adult to do so. Authorization by phone is no longer permitted.

f. Suspension Time Limits

Suspensions shall not exceed five (5) consecutive school days per suspension. The number of days for which a student in general education may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case, the number of days of suspension may be increased by 10,
making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

BCCHS will provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return.

IX. SUSPENSION FROM CLASS BY TEACHER

A teacher may suspend a student from class for any of the acts enumerated in this policy for a class period and for the following day.

a. Procedures

The teacher shall immediately report the suspension to the Assistant Principal or designee and send the student to the administrator for appropriate action, which may include suspension from school or other disciplinary measures. Removal of a student from a particular class shall not occur more than once every five (5) school days. The same protections apply.

Prior to the close of the school day, Assistant Principal or designee shall generate a Class Suspension Notice, which is signed by both the Assistant Principal or designee and the teacher who issued the suspension. The Class Suspension Notice shall include an invitation for a parent teacher conference. The Assistant Principal or designee shall give the student being suspended from class a copy of the Class Suspension Notice. Additionally, the parents’ copy of the Class Suspension Notice shall be mailed immediately to them.

The teacher shall confirm by telephone with the parent the date and time of the conference, as requested on the Class Suspension Notice, to discuss the reason(s) for the suspension.

A student suspended from a class shall not be placed in another regular class during the period of suspension; rather, the student shall attend the supervised suspension classroom or remain in the front office. The student must attend all other classes from which he or she was not suspended.

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the Assistant Principal or designee and the teacher who imposed the suspension.

A teacher must provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return. Students with disabilities should be provided with supports and services as outlined in their IEP.

b. Teacher Required Class visit

A teacher may request that the student’s parent attend a portion of the class from which the student was suspended if the suspension was committing an obscene act/engaging in habitual profanity or vulgarity, or disrupting school activities/willfully defying the valid authority of Birmingham Community Charter High School Renewal Petition
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school personnel. If a parent fails to attend the class, the intervention attempt will be documented and placed in a student’s file with his/her counselor.

The intent is to make class visits a positive experience that may enhance and encourage collaboration between the parent and school personnel. This procedure applies only to the parent who is actually living with the student. The class visit is not meant to replace the teacher-parent conference but, rather, to be a productive adjunct to it. Following a visit to the classroom, the parent is required to meet with the Assistant Principal or designee before leaving the school site.

a. A teacher who plans to implement this policy shall clearly inform all parents of his/her students, in advance, of the details of the implementation. Furthermore, the teacher shall use his or her authority uniformly among all students.

b. Upon receipt of the necessary information from the teacher, the Assistant Principal or designee shall prepare a written notice stating that the parent’s attendance is required pursuant to E.C. section 48900.1 and mail the letter, along with the Class Suspension Notice and PAR, to the parent.

c. To initiate a classroom visit, the teacher shall indicate on the Notice to Parents indicate on the PAR one of the two specified reasons cited under this law, and in the space provided for comments, indicate “class visit by parent - required by teacher,” and state the date, time, and duration of the anticipated visit (thirty minutes to one hour in the class is suggested).

When implementing the procedures described in E.C. section 48900.1, it is important that the intent of the Legislature be observed:

a. The teacher shall inform parents of counseling and other available resources within the school and the community that may assist the parent and the student.

b. If possible, the teacher shall schedule the class visit on the same day as the parent conference and hold the conference before the class visit. The conference may then be used, in part, to develop a better understanding between teacher and parent as to the purpose and anticipated benefit of the visit.

X. IN-SCHOOL SUSPENSION PROGRAM

In-school suspension allows the Charter School to:

a. Remove the disruptive student from general student body

b. Consider student as being present for ADA purposes

c. Reduce the number of out-of-school suspensions

Students suspended from school may be assigned by the Assistant Principal or designee to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff.
Students who (1) caused, attempted to cause, threatened to cause, or participated in an act of hate violence; (2) engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; and/or (3) made terrorist threats against school officials or school property, or both may not be assigned to in-school suspension. In addition, if an action to expel the student will be or has been initiated, an in-school suspension is not permitted in lieu of a suspension from school by the Assistant Principal or designee.

Guidelines for Supervised Suspension Classroom

a. At the time a student is assigned to a supervised suspension classroom, a school employee shall notify, in person or by phone, the student’s parent. Whenever a student is assigned to a supervised suspension classroom for longer than one class period, the Assistant Principal or designee shall give the student a copy of the In-School Suspension Notice, signed by the Assistant Principal or designee, to take home to their parent. School personnel shall also mail the signed copies of the In-School Suspension Notice to the parent.

b. Students assigned to a supervised suspension classroom shall be separated from other students at the school site for the class period of suspension, not including during nutrition and lunch.

c. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no class work is assigned, the certificated staff supervising the suspension classroom shall assign schoolwork.

d. Students should have access to counseling services, such as visits with their academic counselors, school psychologist, social worker and/or contracted vendors providing mental health services, while serving in-school suspension.

e. Students with disabilities shall be provided with supports and services as described in their IEP.

XI. SUSPENSION APPEAL PROCEDURES

A suspension can be rescinded only by the Chief Executive Officer. The Assistant Principal or designee is to advise the parents of the appeal procedures. If after the suspension conference, the parent still feels that the suspension is not justifiable and wishes to appeal the Chief Executive Officer or designee’s decision, the parent may request a suspension appeal in writing to the Chief Executive Officer or designee. The appeal may only be submitted up to five (5) school days following the last day of the student's suspension. The Assistant Principal or designee shall provide the “Student Suspension Appeal Form” to the parent and advise the parent of the following appeal process:

Within five (5) school days following the last day of the student’s suspension, the parent shall submit to the Assistant Principal or designee the suspension appeal packet including:

a. The “Student Suspension Appeal Form” with a clear description of the complaint.

b. The initial suspension documents.

c. The supporting evidence for the appeal.
d. Unless impracticable under the circumstances, within five (5) school days of receiving the appeal packet from the parent, Assistant Principal or designee shall form an impartial Suspension Appeal Committee of certificated member(s) (i.e. dean, counselor, classroom teacher, and AP who do not have a proprietary interest in the student and/or who do not know the student) and conduct the suspension appeal review, during which the Committee shall review the documents submitted by the school and the parent. The school Assistant Principal or designee and/or parent may be present, if they have requested. The review will be limited to the suspension documents, including the student’s discipline file, and any additional documents submitted by the parent.

e. Within three (3) school days of the review, the Assistant Principal or designee will notify the parent in writing of the Committee’s decision. The results of the appeal may include, but are not limited to:
   1. Uphold the suspension in all respects.
   2. Modify the suspension imposed (e.g., reduce the suspension duration).
   3. Overturn the suspension and expunge the suspension from the student’s records.

If the parent files the appeal of suspension while the student is undergoing an expulsion process, the Assistant Principal or designee shall process the appeal in concurrence with the expulsion process. The decision of the Suspension Appeal Committee is the School’s final decision. Parent’s written objections to the appeal decision shall be included in the student’s discipline records if the parent so requests.

XII. SUSPENSION RECORDS

The school Assistant Principal or designee shall issue and sign all Notices of Suspension and the teacher shall also sign the Notice of Suspension from Class. Appropriate personnel shall provide the signed Notice of Suspension, along with the requested conference appointment, to the parent.

All suspensions (including school suspension, class suspension, and in- school suspension) must be documented. Parent contacts, conferences, interventions, and remedial measures in response to student misconduct must also be documented.

All discipline records should be kept for a minimum of three (3) years from the date the student committed the act or was reasonably suspected to have committed the act.

For purposes of recording attendance, when a student is suspended and leaves school before the end of the day, he or she is counted as present for the portion of the day that class or classes were attended prior to his or her suspension.
XIII. INVESTIGATION PROCEDURES

The Assistant Principal or designee should investigate all student discipline matters. The investigation may include but is not limited to the following:

a. Collect relevant information surrounding the incident.
b. Identify and interview witness(es) and the accused student.
c. Secure verbal and written statements from the accused student, victim(s), and witness(es) who observed the incident and may corroborate any piece of information obtained.
d. Review the appropriate pupil records, such as cumulative record, attendance, social adjustment report, and, when applicable, Individualized Education Plan (IEP).
e. Contact law enforcement, as applicable.
f. Maintain contact with law enforcement and proceed with the discipline process as appropriate.

At the conclusion of the investigation, the Assistant Principal or designee should make a reasonable effort to have the following documents, which may also be used during an expulsion hearing:

a. Administrative Statement: This is a memorandum prepared for the Chief Executive Officer or designee by the Assistant Principal or designee assigned to the case describing the circumstances surrounding the incident and subsequent actions that led to the expulsion recommendation.
b. Written statements of the witness(es) and the accused student(s)
   1. These statements must be original handwritten statements that are signed and dated, and should include information sufficient to identify a person and to describe specific details.
   2. If the witness is too young or otherwise incapable of writing his or her own statement, or if the statement needs to be translated into English, a school official may write or translate the statement on the witness’s behalf. The transcription should be exactly as dictated.
      NOTE: Student witnesses should be advised that they may be asked to testify at a hearing, and should be encouraged to give complete and accurate information.
   3. The school may use the “Anonymous Sworn Declaration of Witness” statement for fear of reprisal, when applicable.
c. Physical evidence and/or a photograph or photocopy of the evidence.
      NOTE: Before law enforcement books the physical evidence into custody, the school shall always take a photograph or make a photocopy of the physical evidence alongside a ruler to show the scale.
d. Discipline Record: The detailed account of the student’s discipline referrals indicating the date, specific infraction(s), and behavioral intervention(s) received for each incident that took place for the duration of a minimum of preceding two years. If the student attended the referring school for less than two years, the referring Assistant Principal or designee must contact the previous school(s) and obtain the student’s disciplinary records to include in the report. The report should also accurately reflect all the dates of the student’s entering and leaving the school(s).

e. Methods of communicating school rules.

f. The student's original cumulative student record folders and current grades or most recent progress report.

Due to the sensitive nature sexual assault and battery cases, the Assistant Principal or designee shall follow these additional procedures:

a. Immediately advise the alleged victim, the accused student, and any other witness(es) to refrain from contacting each other in any way during the expulsion process.

b. Do not hinder or obstruct the investigation of law enforcement, which is a separate process from student discipline. However, the Assistant Principal or designee must proceed with the school’s own investigation and issue the suspension at the conclusion of the investigation, as appropriate.

c. Provide counseling assistance and/or other resources to the victim, as appropriate.

d. Contact the parents of the alleged victim as soon as reasonably possible and notify them of the expulsion hearing, requesting their child’s testimony at the hearing, and advising them of the rights of the complaining witness.

In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be affected in a coordinated manner. If child abuse is suspected or alleged, it must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

XIV. EXPULSION PROCEDURES

Expulsions must be processed in accordance with this policy and in accordance with generally accepted principles of due process.

a. Pre-Expulsion Conference

In furtherance of these principles, a decision to recommend expulsion may not be made until after the Assistant Principal has concluded a pre-expulsion conference with the parent. The student may also be present, unless the Assistant Principal determines the student’s presence on campus would cause a disruption or be a danger to the student or others. At the conclusion of the conference, if the Assistant Principal determines not to recommend expulsion, the student will

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complete the suspension and then be returned to his/her educational program. If the Assistant Principal determines to recommend expulsion, the recommendation goes to the Principal/CEO who then determines whether or not to recommend an expulsion to the Governing Board.

The Assistant Principal shall make every reasonable effort to contact the family, including by phone and by mail, to schedule the pre-expulsion conference. The Assistant Principal shall conduct the conference and arrange for a second school official to be present as a witness. At the conference, the Assistant Principal shall:

   a. Inform the student and the parent of each applicable charge.
   b. Provide the student and the parent with the opportunity to discuss the allegation(s).
   c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
   d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent.
   e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
   f. Explain the expulsion procedure and the process for Expulsion Recommendation and Referral, as set forth within Element 10, including the process for an interim placement should the Principal/Chief Executive Officer recommend expulsion. The parent conference occurs prior to the Principal/CEO’s recommendation to the board for expulsion.
   g. If student and parent do not attend the pre-expulsion conference, the Assistant Principal shall:
      1. Exercise all due diligence to reschedule the conference within a reasonable period of time and document the details of each attempt.
      2. Carefully review all information and documents gathered from the investigation of the alleged misconduct and meet with other administrators, staff, and witnesses, as needed.
      3. If expulsion is warranted, proceed with the expulsion recommendation.
      4. Mail to the parent’s last known address copies of Element 10 of the Charter.
   h. At the Assistant Principal discretion, the suspension and pre-expulsion conferences may be combined and held as one.

b. Expulsion Recommendation and Referral
For mandatory expulsion offenses, the Assistant Principal must make a recommendation for expulsion to the Principal/CEO.

For all non-mandatory expulsion offenses, the Assistant Principal or CEO shall make a recommendation based upon either of the following determinations:

a. other means of correction are not feasible or have repeatedly failed to bring about proper conduct; the pupil’s presence will be disruptive to the education process;

b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Upon either determination, the Assistant Principal will give notice of his or her decision to Principal/CEO If the Assistant Principal does not recommend the student for expulsion, the student will complete the suspension and then be returned to his/her educational program.

For all expulsions, the Chief Executive Officer or AP designee will review the recommendation for expulsion. If in agreement, the Chief Executive Officer may extend the pupil’s suspension up to five days (for a total of 10 days) pending the results of an expulsion hearing, and provide parents with written notice of the extended suspension and recommendation for expulsion. If an expulsion hearing will occur more than ten days following the offense, the pupil will be placed on Independent Study with support pending the outcome of the expulsion hearing. If the Chief Executive Officer or designee does not agree with the recommendation for expulsion, the student will complete the initial suspension and then be returned to his/her educational program.

When a student is recommended for expulsion, the Assistant Principal shall provide the student with an educational plan that explains the interim placement during the time period prior to the expulsion hearing.

XV. THE EXPULSION HEARING

A student may be expelled following a hearing by the Governing Board upon the recommendation of the Principal/CEO. The Principal/CEO may recommend expulsion of any student found to have committed an expellable offense, so long as it makes all necessary findings required by this Policy.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Assistant Principal determines that the Pupil has committed an expellable offense.

The Principal/CEO will make a written recommendation to the Governing Board for a final decision whether to expel. Parents will receive a copy of the Principal/CEO’s recommendation to expel the student within five days. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Once the Governing Board hears the expulsion, they determine by vote whether or not to expel the
student. If they determine to expel the student, the student may request an appeal, the outcome of which will be final.

a. **Written Notice of Hearing**

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

   a. The date and place of the expulsion hearing;
   b. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
   c. A copy of Charter School’s disciplinary rules which relate to the alleged violation;
   d. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
   e. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
   f. The right to inspect and obtain copies of all documents to be used at the hearing;
   g. The opportunity to confront and question all witnesses who testify at the hearing;
   h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

b. **Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

   a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
b. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

j. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the
person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

c. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

d. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in this Policy, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

e. Decision

The decision of the Principal/CEO shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made immediately following the conclusion of the hearing. The Governing Board may order one of the following actions:

a. Expulsion without Suspended Enforcement – The student is expelled and the student is not allowed to attend the Charter School for the term of the expulsion;

b. **Expulsion with Suspended Enforcement** – The student is expelled but is allowed to attend the Charter School on a probationary basis. Students who have been
placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of this discipline policy or otherwise violates the terms of probation. When a student violates a suspended expulsion order, they will be afforded their due process rights as indicated in this policy for any new offense including preparation for an expedited hearing; however, the student shall receive written notice of this violation and another copy of the expulsion order explaining the rehabilitation plan and opportunity for readmission to BCCHS.

c. No Expulsion—The Governing Board may choose not to expel the student, at which time, the student shall immediately be returned to his/her educational program.

The decision of the Governing Board is final, but may be appealed once with a written request for appeal by the parent.

f. Written Notice to Expel

The Principal/CEO or Assistant Principal, following a decision of the Governing Board to expel, shall send written notice of the decision to expel, including the Governing Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

a. Notice of the specific offense committed by the student, including the additional findings required for the non-mandatory expulsion offenses.

b. The date for readmission, not to exceed one (1) calendar year.

c. A rehabilitation plan

d. Notice of the student’s or parent/guardian’s obligation to inform any new district or school in which the student seeks to enroll of the student’s status with the Charter School.

The Chief Executive Officer or AP designee shall send a copy of the written notice of the decision to expel to the student’s district of residence.

g. Appeals

Parents/guardians may appeal the expulsion decision of the Board by submitting a written request to the Board within five (5) school days of the Expulsion Order. The request must be submitted within thirty (30) school days to ensure timely re-enrollment of the student in the most suitable setting. Unless impracticable under the circumstances, within thirty (30) school days of receiving the written request for appeal, the Board will convene an Expulsion Appeal Panel (“EAP”) made up of administrators from other public schools or public charter schools. Administrators on the EAP shall not have previously been involved with the student’s suspension or expulsion, including having been involved when the conduct at issue initially
occurred. The pupil and his or her guardian or representative may attend to present the student’s appeal. The Appeal Panel’s decision will be limited to the following questions:

a. Whether the governing board acted without or in excess of its jurisdiction, including
   i. Whether the expulsion hearing was commenced within the timelines set forth in this policy;
   ii. Whether the Expulsion Order is based upon the acts enumerated in this policy; and
   iii. Whether the acts fall within the legal authority set forth in this policy.

b. Whether there was a fair hearing before the governing board, such that the hearing was conducted impartially.

c. Whether there was a prejudicial abuse of discretion in the hearing, as follows:
   i. Whether school officials have not met the procedural requirements of the Expulsion Procedures;
   ii. Whether the decision has the appropriate additional findings for non-mandatory expellable offenses; and
   iii. Whether the additional findings are supported by the evidence.

d. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board.

The Appeal Panel shall immediately issue a written decision either upholding or reversing the expulsion. The Appeal Panel decision shall be final. During the pendency of the appeal hearing, the student shall be considered suspended.

The timeline for an expulsion is as follows:

Day 1 - 5: Student is suspended pursuant to enumerated offenses for up to five days during which time an expulsion may be recommended to the Principal/CEO by the AP overseeing discipline.

Day 6 until date of hearing: – Student remains suspended pending Expulsion Hearing with Notice of Expulsion Hearing at least 10 calendar days before the hearing.

Day 16 or later: – Expulsion Hearing within 30 school days but at least 10 calendar days after Notice of Hearing, the Principal/CEO recommends expulsion of the student to the Board. Board hears the expulsion and votes to expel the student. The parents have up to five (5) days to submit written notice to appeal the decision.

Day 17 or later: – Notice of Expulsion Decision from Board, which must be provided within 10 school days of the hearing.

Day 19 or later: Expulsion Appeal Panel, as necessary

Day 20 or later: Expulsion Appeal Panel decision

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h. Alternative Education during the Period of Expulsion

The Charter School does not have the authority to order placement at another public school or public charter school. Possible alternative placements during the period of expulsion may include another public charter school, community schools run by the student’s district of residence, continuation schools run by the student’s district of residence, or county operated community day schools. For students residing within LAUSD, options may include West Hollywood CDS or other community day schools within LAUSD.

i. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order. The rehabilitation plan will be commensurate with the student’s offense and may include, but is not limited to, compliance with all rules and laws applicable to any educational program in which he/she is enrolled; improved behavior, as evidenced by discipline records and/or participation in drug awareness, counseling, or anger management courses; satisfactory record of academic progress with no more than one failing grade during any grading period; regular attendance free from unexcused absences; and/or making adequate progress toward graduation. The rehabilitation plan may be subject to periodic review and shall be reviewed if the student seeks readmission at the conclusion of the term of expulsion. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

j. Readmission

To support students in the readmission process, the Assistant Principal or designee shall send written notice reminding the student of the date of possible readmission and that students must satisfy the rehabilitation plan set forth in the Expulsion Order. Notices will be sent six (6) months, three (3) months, and two (2) weeks prior to the date of readmission. One week before the readmission date, Charter School staff will call the parent or guardian to determine whether the parent/guardian/student wishes to schedule a reinstatement appointment.

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board. When a student is eligible to be considered for readmission, the Assistant Principal or designee will facilitate a Reinstatement Review meeting with the pupil and the pupil’s parent or guardian. The Assistant Principal or designee will consider (1) whether the pupil has successfully completed the rehabilitation plan, and (2) whether the pupil poses a threat to others or will be disruptive to the school environment. If it is determined that the student has made sufficient progress and meets these criteria, the Assistant Principal or designee will recommend readmission to the Governing Board. The Governing Board will make all final decisions regarding readmission. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the Birmingham Community Charter High School Renewal Petition
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student seeks readmission. If the student is reinstated, the Assistant Principal or designee will collaborate with the student and parent(s) or guardian to promptly re-enroll the student at BCCHS. This is to include the expungement of said expulsion notices from the student’s permanent record, however a card (for in-school use only) will be attached to said record designating the prior Board action of expulsion and the offense. Such cards will be removed from the student records at the end of a three year window and destroyed.

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to
conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).
OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN FREE SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11
RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, Public Employees’ Retirement System, or federal social security.
California Education Code Section 47605(b)(5)(K)

MANDATORY BENEFITS FOR ALL FULL-TIME STAFF MEMBERS

BCCHS will provide mandatory benefits in accordance to the law. These include:

- Workers’ Compensation Insurance (to be provided by an A-rated Company)
- Unemployment Insurance (to be provided by an A-rated Company)
- Medicare
- Social Security if applicable

RETIREMENT HEALTHCARE BENEFITS

BCCHS will provide a retirement health care program with benefits comparable to or greater than the then current benefits package provided by LAUSD to its employees, or an alternate retirement healthcare benefit program as agreed to by the respective bargaining units.

STRS

All full-time, certificated employees of BCCHS will continue to participate in STRS. Full time is defined for certificated as number of hours per working day, which is 6 hours. Employees will contribute the required employee percentage and BCCHS will contribute the employer’s portion. All withholdings from employees and from BCCHS will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

PERS

All classified employees of BCCHS will continue to participate in PERS and federal social security. Employees and BCCHS will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members. BCCHS is requiring full time status for PERS contributions.

PARS

If eligible and economically feasible, BCCHS will continue to participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees.
The Principal or designee shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

Health and Welfare Benefits for Active Employees

Eligibility is as specified in any applicable collective bargaining agreements between BCCHS and its union(s). Whatever health package is negotiated between BCCHS and its representative units will apply to BCCHS. This may include plan changes and/or reduction of benefits. BCCHS will purchase its own health and welfare benefit plans.

Illness/ Personal Necessity Days

Unless and until bargained otherwise with the applicable exclusive representative, employees shall enjoy those rights as to leaves, vacation, holidays, etc., as are enumerated in the applicable collective bargaining agreements or BCCHS contracts for employees who are not part of collective bargaining units.
ELEMENT 12
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.
California Education Code Section 47605(b)(5)(L)

No student shall be required to attend the Charter School. Pupils who choose not to attend BCCHS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13
EMPLOYEE RETURN RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.

California Education Code Section 47605(b)(5)(M)

BCCHS EMPLOYEES WITH LAUSD RETURN RIGHTS

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT 14

DISPUTE RESOLUTION PROCESS

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

California Education Code Section 47605(b)(5)(N)

The staff and governing board members of BCCHS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and BCCHS, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and BCCHS shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: 
BCCHS
C/o School Director
17000 Haynes Street
Lake Balboa, CA 91406

To Director of Charter Schools: 
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15
PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). California Education Code Section 47605(b)(5)(O)

BCCHS is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

BCCHS will continue to abide by the provisions of the respective collective bargaining agreements between BCCHS and its unions (contracts).
ELEMENT 16
CHARTER SCHOOL CLOSURE

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

California Education Code Section 47605(b)(5)(P)

REVOCATION OF THE CHARTER

The District may revoke the Charter if BCCHS commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of BCCHS if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- BCCHS committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- BCCHS failed to meet or pursue any of the pupil outcomes identified in the Charter.
- BCCHS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- BCCHS violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify BCCHS in writing of the specific violation, and give BCCHS a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter. Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close BCCHS, either by the governing board of BCCHS or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of BCCHS votes to close Charter School; or the Charter lapses.
**Closure Procedures**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to BCCHS, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of BCCHS or the LAUSD Board of Education, the governing board of BCCHS shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how BCCHS will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of BCCHS. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in BCCHS within 72 hours of the Closure Action. BCCHS shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). BCCHS shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. BCCHS shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the SELPA.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, BCCHS shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. BCCHS shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. BCCHS shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

BCCHS shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. BCCHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

BCCHS shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

BCCHS shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by BCCHS will be the responsibility of BCCHS and not LAUSD. BCCHS understands and acknowledges that BCCHS will cover the outstanding debts or liabilities of BCCHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. BCCHS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which BCCHS participates, and other categorical funds will be returned to the source of funds.

BCCHS shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available.
for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

BCCHS shall retain sufficient staff, as deemed appropriate by the BCCHS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

BCCHS’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end BCCHS’s right to operate as a charter school or cause BCCHS to cease operation. BCCHS and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDIONAL PROVISIONS

FACILITIES

District-Owned Facilities
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  1. **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its
regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the
construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any...
insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

DISTRICT OVERSIGHT COSTS

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee
allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

CASH RESERVES

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

AUDIT AND INSPECTION OF RECORDS

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
• The recording and reporting of attendance data,
• Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

INTERNAL FISCAL CONTROLS

BCCHS will develop and maintain sound internal fiscal control policies governing all financial activities.

APPORTIONMENT ELIGIBILITY FOR STUDENTS OVER 19 YEARS OF AGE

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)