

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday November 27, 2017 at 10:00 AM PST

Location

Conference Call: (641) 715-3680, Access# 1004153; Locations: 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 405 Hillgard Avenue, Los Angeles, CA 90024; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 10660 White Oak Avenue, Granada Hills, CA 91344; 2121 West Temple Street, Los Angeles, CA 90026 and 17037 Chatsworth Street, Granada Hills, California 91344.

Meeting Call In Number: (641) 715-3680, Access# 1004153.

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Gene Straub	1 m
C. Flag Salute			5 m
D. Additions/Corrections to Agenda		Gene Straub	2 m
II. COMMUNICATIONS			10:09 AM
Academic Excellence			
A. Presentations from the Public	FYI	Gene Straub	5 m

Any persons present desiring to address the Board of Directors on any proper matter.

Purpose Presenter Time

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

Agenda Items: No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-Agenda Items: No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 1157 S. Berendo Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

Americans with Disabilities

YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at 818-834-5805/ 213-413-9600, or info@coronacharter.org / info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. ITEMS SCHEDULED FOR INFORMATION

10:14 AM

- | | | | |
|--|-----|------------------|-----|
| A. ESSA Grids Submitted to LAUSD | FYI | Yvette King-Berg | 5 m |
| B. Parent Engagement Policy | FYI | Yvette King-Berg | 5 m |
| C. BCCS, MORCS, and BCCHS LEA Plans | FYI | Yvette King-Berg | 5 m |
| D. Committee/ Council Reports | FYI | | |
1. Academic Committee Reports
 2. Climate and Culture Committee Reports
 1. Student Leadership Council
 3. Parent/ Committee Advocacy/ Engagement Reports

	Purpose	Presenter	Time
1. School Sight Council			
2. English Learner Advisory Committee			
4. LCAP Advisory Committee Reports			

E. Facilites Update	FYI	Ruben Duenas	5 m
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This update is for all of the YPICS' schools.

F. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
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G. Monsenor Oscar Romero Executive Director's Report	FYI	Kevin Myers	5 m
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H. Bert Corona Charter High School Executive Director's Report	FYI	Larry Simonsen	5 m
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I. Executive Director's Report	FYI	Yvette King-Berg	5 m
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IV. CONSENT AGENDA ITEMS 10:54 AM

Audit

A. Background	FYI		
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All matters listed under the consent agenda are considered by the Board to be routine and will be approved/ enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board Member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items	Vote	Yvette King-Berg	2 m
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V. ITEMS SCHEDULED FOR ACTION 10:56 AM

A. YPICS Fiscal Policy	Vote	Yvette King-Berg	5 m
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Recommendation to approve modifications to the current Fiscal Policy.

VI. Closing Items 11:01 AM

A. Adjourn Meeting	Vote		
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VII. ANNOUNCEMENTS 11:01 AM

A. Closing Annoucements	FYI	Yvette King-Berg	2 m
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Coversheet

Parent Engagement Policy

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: B. Parent Engagement Policy
Purpose: FYI
Submitted by:
Related Material: YPICS Parent Engagement Policy Draft docx.docx



YPICS Parent Engagement Policy (Draft)

YPIC schools shall abide by and support all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110 and the Parent Involvement Policy. President Obama signs the Every Student Succeeds Act into law on December 10, 2015. *Title I statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). *[Section 9101(32), ESEA.]*

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

The vision of the YPICS is a unified educational community ensuring that EVERY CHILD will graduate from high school postsecondary ready. To that end, YPICS will follow the process below to ensure that parents and community members are actively involved in the school improvement process in our YPICS:

1. Engage parents in the planning, review and improvement of the school's Parent Involvement

Policy through:

- a. Parent-teacher conferences**
- b. Parent Surveys**
- c. Parent Involvement activities**
- d. School Advisory Council meetings**
- e. School Improvement meetings**

2. Conduct annual meetings are held to inform parents of the school's participation in the Title I program.

- a. Title I parent night agenda (fall and spring)**
- b. Parent/Teacher Conferences**

3. Hold parent meetings at different times during the day.

- a. Parent conferences twice a year.**
- b. Day and evening hours**
- c. By appointment with teacher as per parent request**

4. Involve parents in the planning, review and improvement of the schoolwide plan:

- a. School Council**
- b. LCAP meetings**
- c. Parent Involvement activities**

5. Parents receive information about the Title I program in a timely manner:

- a. Parent Academic Nights (fall and spring)**
- b. School Websites**
- c. School Newsletter**
- d. Teacher Contact information**
- e. School Compact**
- f. Title I Parent/Community**

Involvement meetings/activities

6. Provide assistance to parents in understanding educational processes (i.e. National Education Goals, Common Core State Standards, Title I Part A requirements, and Schoolwide programs).

- a. Parent conference/academies**
- b. Media announcements**
- c. Website**
- d. Parent/Student Handbooks**
- e. School Council meetings**
- f. Newspaper articles**

7. Provide training to parents on materials and training to help them work with their children:

- a. Workshops**
- b. Parent Involvement activities**
- c. Parent conferences**
- d. Child Development seminars for parents**

8. Educate teachers, pupil services personnel, principals and other staff members, with the assistance of parents, in the value and utility of parent contributions and communicating with parents:

- a. Staff orientation**
- b. Professional learning (PDs)**
- c. School Advisory Council**
- d. Parental/Community Involvement activities**

9. Coordinate and integrate parent involvement programs with other agencies and programs to the extent possible:

- a. SHIPS for YOUTH, Inc.**
- b. MEND**
- c. Amanacer**

10. Develop appropriate roles for community-based organizations and businesses in parent involvement:

- a. Suicide Prevention programs and activities**
- b. School Advisory Council**
- c. SHIPS for YOUTH, Inc.**

11. Conduct activities to encourage parents to become full partners in education of their child

- a. Parent Resource Centers**
- b. Website information**
- c. Illuminate Training**
- d. Parental/Community Involvement activities**
- e. Performing Arts recitals**
- f. Achieve 3000 (kick-off)**
- g. Math nights**
- h. Literacy Nights**
- i. Common Core Town Hall Meetings**
- j. End-of-year programs (8th & 12th)**

12. Involve parents in ongoing and end-of year assessment to evaluate effectiveness of the parent engagement initiatives:

- a. Parent Involvement surveys**
- b. Youth Truth Parent Survey**
- c. Parental/Community Involvement surveys**

13. Provide opportunities for parents of English Learners and migrant students to the fullest extent possible.

- a. Translated materials and resources**
- b. Translators available during parent conferences**
- c. Website translation available on each school's website**
- d. Teacher websites**

14. Provide other reasonable support for parental activities parents may request.

- a. Training schedule**
- b. Newsletter**
- c. Parent academies/workshops**

15. Involve parents in joining development of school-compact.

a. School Advisory Council

- 16. Use school compact to describe the school's responsibility to provide supportive effective learning environment.**
- 17. Use compact to delineate how each parent is responsible for supporting his or her child's learning:**
- 18. Address the importance of communication between teachers and parents on an on-going basis:**
 - a. Parent-teacher conferences**
 - b. Five-week Progress Reports**
 - c. c.. Access to visit classrooms**
 - d. Opportunities to volunteer**
 - e. Student agendas/handbook**

This policy is distributed to all parents and can be located on the YPI Charter Schools' websites - www.ypics.org, www.coronacharter.org, www.romerocharter.org

Coversheet

BCCS, MORCS, and BCCHS LEA Plans

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: C. BCCS, MORCS, and BCCHS LEA Plans
Purpose: FYI
Submitted by:
Related Material: Bert Corona HS LEA Plan (1)17-18.docx
MORCS_LEA_Revision_11-27-2017ykb.docx
Into BCCS LEA Revised 11-27-2017.doc

(Rev 3-07)
California Department of Education
School and District Accountability Division

(CDE use only)	
Application #	

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

**mail original* and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA):-**Bert Corona High School**

County/District Code: 19-64733-0132126

Dates of Plan Duration (should be five-year plan): July 1, 2015 through June 30, 2020, Updated 2017-2018

Date of Local Governing Board Approval: November 27, 2017,

District Superintendent: Yvette King-Berg, Executive Director

Address: _____

City: _____ Zip code: _____

Phone: _____ Fax: _____

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Yvette King-Berg, Executive Director

Printed or typed name of Superintendent	Date	Signature of Superintendent
Eugene Straub, President		

Printed or typed name of Board President	Date	Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for student achievement, local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California *Education Code (EC)*¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR SSD PLAN DEVELOPMENT
(Optional)**

✓	SSD Plan – Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, B Charter Schools Grants		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$0	\$75,502	\$75,502	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$0	\$6,784	\$6,784	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$0	\$2,520	\$2,520	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, B Charter Schools Grants				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	\$0	\$38,103	\$38,103	
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$0	\$122,908	\$122,908	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL				

Part II The Plan

Needs Assessment

The passage of Every Student Succeeds Act (ESSA) imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD's School Accountability Report Card (SARC), the Standardized Testing and Reporting CAASSP/Smarter Balanced performance results, the California English Language Development Test (CELDT) results, which are now being replaced by the English Language Proficiency Assessment for California (ELPAC), California Basic Educational Data System (CBEDS), CALPADs, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, and 11th grade SBAC data). The SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California's Healthy Kids Survey* may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

The will be located in the East San Fernando Valley, a cohesive community within the City of Los Angeles. This area of Los Angeles was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. The **Bert Corona Charter High School** will offer students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

The Bert Corona Charter High Schools ensures middle school students will have access to a high school in the area and it will allow them continued support in overcoming barriers and empower them to succeed well beyond high school, while calling upon the memory of Bert Corona to inspire them to provide service to their community. The community, parents and students have requested and expressed the need for the **Bert Corona Charter High School**. Many of our students have been with us since sixth grade and are accustomed to the curriculum, expectations and are motivated toward academic achievement. The **Bert Corona Charter High Schools** intent is to provide students with ongoing educational support and educational access in a small learning community.

Through the Bert Corona Charter High School continued services will be provided to ALL students in the area.

Goals and Philosophy

VISION

The vision for **Bert Corona Charter High School** is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning and technology integration across subjects. The Service-Learning and Linked Learning will be the basis of the **Bert Corona Charter High School's** educational focus and build on core strengths from the Bert Corona Charter School (service learning) and the San Fernando Institute for Applied Media Pilot School (project-based learning), and the strong technology resources provided by the Youth Policy Institute for families in the community. Students who have attended Bert Corona Charter School have participated in programs through Youth Policy Institute that provided each family with computers. It is anticipated that Bert Corona Charter High School will also apply for programs to continue to provide access to technology.

MISSION

Bert Corona Charter High School's mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

The **Bert Corona Charter High School's** mission is to:

- Prepare students for academic success in high school and post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.
- Provide access and use of technology.
- College and career readiness.

At the students will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

Means to Achieve Mission and Vision

The innovative educational plan of **Bert Corona Charter High School's** provides students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Bert Corona Charter High School's** targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

Bert Corona Charter High School recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iobservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

Supervise and Support Effective Teachers in Every Classroom

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Marzano Observation and Feedback Protocol
- **Inter-rater reliability** for observers
- Constructing **effective feedback**
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

**Bert Corona Charter High School
iObservation Certification Process
AKA iObservation Implementation Plan 2017 - 2018**

Content Specific	<i>Pacing Plan: Teachers with 4+ years of teaching experience</i>
August - October	New Knowledge
November - March	Deepening Knowledge
April - June	Generating and Testing Hypotheses
Routines	
August/September	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
October - December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective Relationships
Content Specific	<i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i>
August - January	New Knowledge
February - May	Deepening Knowledge
Routines	

August - January	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective Relationships

The traditional backwards design process guides teachers through a three-step process:

1. Internalization and prioritization of the Common Core State Standards
2. Differentiated assessment methods aligned to prioritized standards and identified learning targets
3. Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. The expectations are that students will be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects

- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning

Data that will be reviewed include but are not limited to the following:

- School Accountability Report Cards
- California Standards Test Report
- Academic Performance Index Report
- English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)
- A-G Courses
- Course Grades
- Attendance Reports
- WASC-Initial completed
- High School Graduation Rate

Responses to CDE:

1. All core instructional teachers must be highly qualified under the ESEA definition.

SCHOOL GOAL # 3

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

- **All Bert Corona Charter High School core subject teachers will have an appropriate credential in their subject matter based on NCLB/ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.**
- **A regular review of all credential and core teachers will be credentialed in the areas they are assigned.**

2. Provide a brief description about the coordination and integration of educational services of the programs being funded (but are not limited) by this application.

The Title I funding is used to supplement coordination and integration of educational services of the **Bert Corona Charter High School** is located in the East San Fernando Valley, a cohesive community within the City of Los Angeles. This area of Los Angeles was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that

accompany poor educational resources and cultural isolation. **The students graduating from Bert Corona Charter School (Middle) have been offered** opportunities to continue to learn through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school community partnerships. This partnership will be continued in **Bert Corona Charter High School**.

The **Bert Corona Charter High School** is in its third year.

Means to Achieve Mission and Vision

The innovative educational plan of **Bert Corona Charter High School** will provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Bert Corona Charter High School's** targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support will be provided so that students succeed in this challenging program of study.

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- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Bert Corona Charter High School** it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design. This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning

Bert Corona Charter High School will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our School . Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at **Bert Corona Charter High School** will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-

learning and other project-based work that demands their engagement with the core content.

- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a contract that conveys to parents the school's expectations, and school-wide family events organized by the parents.
- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationship that develops over time will facilitate student's learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student's achievement of career and educational goals.
- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students' individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

In other words, the organizational process will evolve into charting concepts that support, nurture and provide for every students academic achievement.

Scope and Sequence

Curriculum will address all state required standards Common Core State Standards and Appendices, and will utilize:

- Common Core State Standards (English, English Language Development, Mathematics, NEXT Generation for Science, Social Science, and other secondary curriculum for Fine Arts, Foreign Language, and P.E.)
- Common Core Standard based curriculum units
- Submit courses for A-G approval
- Technical curricula for Media & Design Arts and Graphic Arts Technology career-technical education component of Linked Learning

3. What is the school's eligibility percentage for free/reduced lunch program?

Bert Corona Charter High School has an enrollment of 209 students. As previously presented 98% of students enrolled are from Bert Corona Charter School. Eighty-seven percent (87%) of these students will be participating in Free/Reduced Lunch program.

Bert Corona Charter School Student Population

The projected student population for **Bert Corona Charter High School** will reflect the demographics of the surrounding schools (see Demographic Information, below). According to the data, over 12% of the students enrolled at **Bert Corona Charter School** come from families at the federal poverty level. The majority of students (87%) are from low-income families that are eligible for free and reduced meals (86%). At **Bert Corona Charter School** all students will be granted equal access to the school resources no matter their economic or academic status. In addition, **Bert Corona Charter School** work and engages with the surrounding schools to ensure that students smoothly transition into and out of our program.

Bert Corona Charter High School will serve approximately 500 students when fully operational. Students will participate in small learning cohorts of approximately 25 students that will stay together throughout the instructional day when possible. Through this organizational structure and a curriculum organized around major concepts that students are expected to know deeply, **Bert Corona Charter High School** will seek to graduate students who are thoughtful, engaged citizens of the 21st Century.

2) Has the school met the requirement of conducting a comprehensive needs assessment of the entire school in relation to state standards? If yes, please provide information about the comprehensive needs assessment (types of data, means, results, etc.). For more information about qualifying to be a SWP school, please go to CDE’s web site at <http://www.cde.ca.gov/sp/sw/rt/swpnclb.asp>. Without such comprehensive needs assessment the only other option for the school to run a targeted assistance (TAS) Title I school. More information about the TAS model can be found at CDE’s web site <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

As described in the Designing Guidance a comprehensive plan must address all nine of the components defined in [Section 1114(b)(1)(B-J) of Title I of ESEA]. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program.

1. **Schoolwide reform strategies:**
Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.
2. **Instruction by highly qualified teachers:**
High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.
3. **High-quality and ongoing professional development:**
Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.
4. **Strategies to attract highly qualified teachers to high-need schools:**
Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.
5. **Strategies to increase parental involvement:**
Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

6. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:**
This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.
7. **Measures to include teachers in decisions regarding the use of academic assessments:**
In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.
8. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:**
The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.
9. **Coordination and integration of Federal, State, and local services and programs:**
Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Annual Update 2017-2018

Additionally, Bert Corona Charter High School has coordinated with all stakeholders in creating a charter petition that was approved 11/18/2014. In this process a collaborative review and setting of goals in our LCAP.

Best Practices from Replication Model

Utilizing the model school's "best practices" and a network of educational and human resources, **Bert Corona Charter High School** will provide a disciplined, balanced, and enriched college-preparatory education of the highest quality for its student population. Below is an outline of the practices that will be modeled through the curriculum and research-based effective best practices.

As best practices from replication model Bert Corona Charter Middle School has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any innovative school. These students are ready to continue learning under similar aspects of philosophy, mission and vision in the **Bert Corona Charter High School**.

Family-Community-School Partnerships:

Bert Corona School has actively engages families and the community in the life of the school, and students engage in service to the community. Thus **Bert Corona Charter High School** will continue to interact and engage with its community.

Key Accomplishments:

- The school will establish funding for an after school Service Club. School-wide service days will occur every other month, giving all students access to frequent and meaningful community service opportunities in the Community Service/Community Engagement Club. Students will receive leadership opportunities and will be provided leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club will have monthly community clean-ups.
- The school will administer regular parent and student satisfaction surveys, and use the collected data to reflect on and improve school practices.
- Parent participation in school events will range from 80-90% in attendance. This success will be led and attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.
- WASC –initial completed-entered A-Gs.

Technology Integration:

By implementing technology with the curriculum, **Bert Corona Charter High School** ensures that students learn computer skills while pursuing academic goals. The Bert Corona Middle School was able to complete the following and will be replicated:

Key Accomplishments at the Bert Corona Middle School Replication Model:

- The Enhancing Education through Technology Grant will support the installation of computers in every classroom in at least a 1:4 computer to student ratio in the classrooms. Schoolwide, the ratio will be 2:3 students to each computer.
- Key technology applications will be integrated into every classroom, and students will be proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- 100% of students will complete digital portfolios each year.
- All teachers will participate in Robert Marzano's IObservation training and coaching.
- All teachers and students will complete a technology survey that guides technology integration and professional development.
- All elective classes – Spanish, Communications, and Technology – will be fully technology integrated, and teachers regularly collaborate to design integrated, thematic, technology-based projects.

Small Learning Communities:

Students will have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

Key Accomplishments:

- Students will have a true sense of commitment and ownership of the school, as evidenced by an average attendance rate of 95%.
- Teachers will collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom learning walks to keep the conversations focused on student needs.

Interdisciplinary, Project-Based Curriculum:

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

Bert Corona Charter High School's Response for Master Plan for English Learners: Appropriate Instruction and services for English Learners (EL)-Designated and Integrated English Language Development (ELD)

- 1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?***

The comprehensive designated and integrated ELD instruction for every EL student to meet the linguistic and BCCHS' leadership, teachers, parents and students support academic goals at their grade level and language learning needs. This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs, which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.

- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

Bert Corona Charter High School implements the English Learner Master Plan to monitor the performance of English Language Learners. Bert Corona Charter High School follows the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students and they are not denied access to the full curriculum while they are working on English Language Development. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, by offering ESL Classes and other parent workshops. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

Bert Corona Charter High School identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (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.

Bert Corona Charter High School provides the same instructional program options as listed in the EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in high school A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency

Bert Corona Charter High School uses the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs

4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

Bert Corona Charter High School implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, Bert Corona Charter High School will implement the follow actions when planning instruction for English Language Learners.

Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>
<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>

<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	
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Process and specific criteria for EL reclassification

On an annual basis Bert Corona Charter High School shall submit a certification to the California Department of Education that certifies that they will adopt and implement the English Learner Master Plan, which encompasses the following:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent CA Smarter Balanced assessment in English-language arts
- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, NWEA, Achieve3000, Illuminate Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends

- c. Incorporation of monthly PDs in areas of need based on observation, survey, and student outcomes
- d. School administration and Executive Director will monitor disaggregated data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
- e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.

The California English Language Development Test (CELDT) transitioning to the ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.

Bert Corona Charter High School addresses student’s linguistic diversity with a positive, additive orientation. Bert Corona Charter High School affirms, welcomes and responds to our students’ diverse range of student strengths, needs, and identities, and prepares graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

2. How often does integrated ELD and designated ELD take place, and for what length of time?

All Bert Corona Charter High School’s students are progress-monitored using performance rubrics, personalized outcome trackers, and a standards-based grade book. Each mark that is entered into these progress-monitoring tools is a rubric number that is calibrated to specific performance indicators. This means that each student gets feedback that is specific to her/him. Standards-based grading places emphasis on scaffolded skill and knowledge acquisition, which is essential for EL students but is just good teaching for differentiation. Students who are learning English while they are learning core content are also given additional face-time with instructors, are included in learning groups with peers who speak their first-language as well as English, and are given the opportunity to take summative assessments through conferencing with educators rather than solely pencil and paper exams or quizzes.

3. What are the program(s) resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s) resources selected and how do they meet the needs of EL’s.

Instructional Resources include but is not limited to Success for All (SFA)

1. Where are Success for All Foundation programs used?^[SEP]Success for All Foundation (SFAF) programs are implemented in more than 1500 schools in over 500 districts in 48 states in all parts of the United States, Guam, and the Virgin Islands. Versions of the model are also used in other countries, including England, Israel, Canada, Mexico, and Australia.

What are the results?^[1]_[SEP] The Success for All (SFA) reading program has been evaluated in 47 experimental-control studies, carried out by researchers at many research institutions in addition to those completed by Johns Hopkins University researchers. Seventeen of these were done by researchers at Johns Hopkins University, and 30 were done elsewhere. In each, matched SFA and control schools have been compared on individually administered reading scales and/or state accountability measures, as well as other outcomes. The results have almost always favored SFA. In average grade equivalents on individually-administered measures such as the Woodcock Reading Mastery Test, SFA students perform approximately three months ahead of comparison students by the end of first grade, and more than a year ahead by fifth grade. Effects are particularly strong for students who are most at risk, those in the lowest 25% of their grades. Effects of the Spanish version of SFA have also been strong. SFA has produced substantial reductions in retentions and special education referrals and placements.

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majorities have. When SFA is well implemented, results are always positive compared to control groups.

The American Institute of Research, in a review commissioned by the AFT, NEA, NAESP, NASSP and AASA, found that of 24 whole-school reform programs, only SFA and Direct Instruction meet the highest standards for evidence of positive impacts in rigorous studies. This report can be obtained from the AASA website www.aasa.org.

For a summary of research on Success for All, the following article can be found under Research/Results on this website.

Slavin, R. E. & Madden, N. A. (2003). Success for All / Roots & Wings: Summary of research on achievement outcomes. Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk

Why does Success for All use homogeneous grouping across grades?^[1]_[SEP] The grouping strategy used in SFA reading is the Joplin Plan, cross-grade grouping according to reading performance level. The Joplin Plan has been extensively studied over the years and has been found to be effective. It is often confused with tracking or ability grouping, which causes some educators to oppose it on philosophical grounds. However, the Joplin Plan is quite different. First, because it involves cross-grade grouping, there is no "high class" or "low class"; all classes (except the lowest-performing first grades) have high, average, and low achievers. Because groupings

are revised every eight weeks, students are not relegated forever to a "track" from which it is difficult to move. In fact, because low achievers are likely to receive tutoring services, they are expected to move over time to higher-performing groups. The Joplin Plan creates groups all at one instructional level, enabling teachers to move at a very rapid pace. It avoids the need to have multiple reading groups within the class, a practice that forces teachers to assign much more seatwork than necessary and which may have a stigmatizing effect at least as great as that in the Joplin Plan. Since every child in grades 1-6 is regrouped into a reading class, low achievers do not feel singled out, as they might be in a low reading group within a single class. Finally, regrouping children into a larger number of classes, making use of additional teachers (because tutors and other certified teachers teach a reading class), helps schools reduce class sizes for reading.

Does research on Success for All find positive impacts on the achievement of English language learners?^{[L][SEP]} Six longitudinal studies have been done to evaluate the impact of SFA on the achievement of English language learners. Three have involved the Spanish bilingual program (Lee Connigo), and three have been involved in the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

Slavin, R.E. & Cheung, A. (2003). Effective reading programs for English language learners: A best-evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

All of the studies found consistently higher achievement in SFA schools than in matched control schools in first grades, and these effects generally maintained in later years. One of the bilingual studies followed children long enough to see a transfer from superior performance in Spanish to superior performance in English. Another found a sharp increase in the number of children ready for early transition to English instruction.

Are the Success for All English reading materials appropriate for English language learners?^{[L][SEP]} Additional training and supplementary materials have been developed to help all teachers succeed with English language learners. These materials have been successfully used with thousands of English language learners throughout the U.S. The materials themselves, by providing a step-by-step phonetic structure and a strong emphasis on oral language development, help English language learners develop their reading skills at the same time as their English language skills are developing. Classroom teachers are given ESL strategies, such as Total Physical Response and use of regalia; to help ESL children gain the vocabulary necessary to comprehend the English materials. ESL teachers are given strategies for integrating with the reading instruction, including pre-teaching of vocabulary that will be in the books. In fact, because of the consistent materials and strategies taught across the school, it is easier in a SFA school to maintain close articulation between ESL and classroom reading strategies.

How does Success for All impact children with special needs?^[L]_[SEP] The main focus of SFA with respect to children with special needs is prevention, especially for children with learning disabilities or at risk for learning disabilities. The idea, called "neverstreaming", is to provide children with effective preschool and kindergarten programs, beginning reading programs, and family support programs, plus one-to-one tutoring or other special adaptations if needed, to ensure that students are successful in the first place and are never referred to special education. What special education program is more effective for children with learning disabilities than well-structured instruction, one-to-one tutoring, and extensive family support programs? Four studies of the special education-related outcomes of SFA have found reductions in special education placements of from one-half to three-quarters, as well as increased achievement among children who already have IEP's for learning disabilities.

For children who have more serious learning disabilities or other academic limitations, SFA advocates a policy of full inclusion. These children are typically assessed, placed in appropriate reading groups, tutored if necessary (usually by a special education teacher), and otherwise treated the same as other children, with appropriate adaptations to their unique needs. There is no research on this at present, but we have heard numerous reports of success of SFA with children with Down's Syndrome, severe auditory disabilities, and other disabilities, as well as for children with various behavioral disabilities.

For a summary of research on the special education aspects of Success for All, please see the following article (available on this website under Research/Results).

Slavin, R.E. (1996). Neverstreaming: Preventing learning disabilities. *Educational Leadership*, 53 (5), 4-7.

English Learners will have equal access to a broad range of high quality, standards aligned instructional resources in English and their home language that facilitate access to the core curriculum. These resources will include print, audio, visual, graphic, and electronic materials that provide models of authentic language use, including academic language.

Family and Community Engagement

Bert Corona Charter High School promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments, which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school

communication. Secondly, they recruit and organize family/community to support parents in their Bert Corona Charter High School's policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

Staffing and Professional Development

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, Bert Corona Charter High School is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

4. Who delivers designated and integrated ELD to ELs, and where does it take place?

Bert Corona Charter High School's credential teachers are designated to integrate ELD to ELs. It takes place throughout the day and during second period there is a designated schedule time during second period to specifically address the needs of all English Learners

5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEP's, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?

In reviewing data results in the California School Dashboard shows a status as not applicable-which indicates that there is no data available. Internal data indicates that EL students are showing academic growth.

BCCHS' data reflects the largest number of English Learners at El 6+ Years also identified as Long-Term English Learners. Also, a larger number of students are being Reclassified, which is a strong indication of students learning English and moving toward a complete transitioning.

Bert Corona High School English Learners

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	6	4	15	50	0	75
10	9	5	4	40	0	58
11	5	4	1	5	0	1

Cde.ca.gov Dataquest

Bert Corona High School Reclassification

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Bert Corona Charter High	20	13	20	95	0	148

Cde.ca.gov Dataquest

Bert Corona High School English Learners total for District, County and State

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Bert Corona Charter High	20	13	20	95	0	148
Los Angeles Unified	254,926	54,821	157,619	162,334	3,921	633,621
Los Angeles County	755,306	106,018	329,292	315,878	4,860	1,511,354
State	3,556,229	276,570	1,332,405	1,047,267	15,764	6,228,235

Cde.ca.gov Dataquest

Bert Corona High School English Learners Identification of LTEL

Grade	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
09	2	0	12	1	50	65
10	0	0	4	0	40	44
11	0	0	0	1	5	6

Cde.ca.gov Dataquest

Leadership, teachers Implementation, Monitoring of Student Achievement

A key component of BCCHS’ initiative to provide student with academic achievement and implementation of systems that provide for continuous opportunities for professional development, reflective dialogue of teacher practices and conducting analysis of student achievement data in a supportive environment. To this end, in order to meet our overall vision and academic outcomes the following meetings are held:

Leadership

Purpose	Meetings	Attendees	Leader
Achievement Outcomes Teacher Support Review of Data Create Systems for tracking data	Weekly academic team meetings- Every Friday at 7 am	Coordinator of Instruction, Lead site administrator, ELD Coordinator, SFA Facilitator, Director of Academic Achievement, Lead Teacher	Coordinator of Instruction
The Why? And the How? Maintaining the school and instructional vision. Determine the PD Focus. Improving teacher outcome. Areas for Improvement Are Goals being met.	Monthly Academic Leadership Meeting-First Wednesday of every month	Coordinator of Instruction, Director of Academic Achievement, Director of Special Education	Director of Academic Achievement
The What? Align programs with SWD Analysis Data Ensure accommodations are met. Ensure that IEPs are being followed Progress Monitoring PD opportunities	SPED Monthly Team Meeting-	Director of Special Education, SPED Teachers, Resource Teachers, Instructional Aides	Director of Special Education

Ensure that all operations are optimal for a safe campus Instructional achievement	Monthly Leadership Team Meeting	Coordinator of Instruction, Lead site administrator, ELD Coordinator, SFA Facilitator, Director of Academic Achievement, Lead Teacher-teachers	Lead Site Administrator
Culture and Climate	Weekly-Wednesday morning 0-12	Chief Operations Officer Director of School Climate and Culture, Social Work, Director of Special Education, and other team members as needed	Chief Operations Officer

The Culture and Climate is another key factor that must be addressed in supporting our students. There is a critical balance between our BCCHS’ teams and community that of working with the “Whole Child”. In other words, addressing social, emotional, environment and cultural relevant to intentionally work with all needs and setting of learning and educating our students. In this effort all stakeholders need to understand and become committed to ALL our students needs in an equitable setting.

Bert Corona Charter High School provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. Bert Corona Charter High School’s teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The school’s leadership, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Bert Corona Charter High School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

6. *How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional support?*

Bert Corona Charter High School will use the following methods to assess ELs and all Sub groups including foster children and homeless students and the fulfillment of instructional objectives:

School wide Quarterly Assessments, such as NWEA Maps Assessments, Achieve3000, ALEKS, and Interim assessments will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for our students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Illuminate or an equivalent program. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards- based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least on a tri-semester basis.

Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson are met. Daily assessment will be documented in the form of class work, activities and will be recorded in each teacher's grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

Digital Portfolios that reflect Schoolwide Learning Objectives (SLOs) and CA Common Core State Standards providing students with the opportunity to reflect upon and demonstrate their learning. Students at Bert Corona Charter High School **will** document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a

collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each article they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios.

Capstone Projects and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

Bert Corona Charter High School **staff** will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balance Testing and Reporting exams.

Bert Corona Charter High School Data Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balance data. In addition to use of the NWEA Maps Assessment Tools aligned to Common Core State Standards.

- Smarter Balanced Test Results will be mailed to our school, and in turn Bert Corona Charter High School mails individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website, Dataquest.
- CELDT-- the California English Learners Development Test will be transition into the English Language Proficiency Assessment for California (ELPAC), a standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

DRAFT LCAP for Public Comment (May 2016): The draft LCAP was available for public comment for a 30-day period during the month of May. Subsequent revisions will be made to reflect stakeholder input, as appropriate.

First Reading and Adoption (June 2016): The draft LCAP was presented at a meeting of the Board for an initial reading. A revised plan will be revisited at a subsequent meeting of the Board for adoption at the same time the budget for 2014-2015 is adopted.

Transmission to County Office of Education (June 30, 2016): After Board adoption, the adopted LCAP was transmitted to the Los Angeles County Office of Education for final review and approval.

The difference in assessment tools is that through Common Core State Standards students are required to respond in a different way of what was previously expected in testing. Through Smarter Balanced students are required to look at question and respond to multiple levels of responses.

During this period of adopting and fully implementing the Common Core State Standards, as well as participating in the Smarter Balanced/CAASPP data supports and identifies the areas of most need to show an increase in student academic growth.

CABE, widely known and respected as the premier provider of cutting edge information on instruction for ELs and practice through its annual, statewide conference is expanding its reach to individual counties, school districts and schools, companies and entities that serve teachers, students and parents of English Learners throughout the year.

Services provided are as follows:

- CABE Trainer Certification on Key Topics and Presentation Skills
- Intensive Institutes and Seminars on Instructional Strategies for English Learners
- Outstanding Consultants and Presenters, Timely Topics and Customized Expert Offerings
- Ongoing, on-site classroom instructional Coaching
- Instructional Materials Review Teams to certify appropriateness for English Learners

Strategies include the following:

- **Amplify rather than Simplify**
 - Peruse the text, text or graphics for multiple meaning words and figurative language
 - Frontload new vocabulary
 - Reiterate sophisticated terms
- **Build Background**
 - Assess prior knowledge
 - Anticipate and bridge the gaps
 - Use Cognates
- **Check for Understanding**
 - Know levels of language proficiency and use them to check to assess understanding
 - Craft ways for students to demonstrate their knowledge and practice language
 - Include metacognitive, strategies thinking about how they learn (e.g. How did you figure that out? What strategies did you use?)
- **Deliver Content through Comprehensible Input**
 - Utilize assessment information to differentiate
 - Use multiple clues such as gestures, visuals, hands-on, demos and repetition
- **Engage students and educate their parents**

- Structure interactive vs. passive learning
- Connect to students' culture and experience
- Utilize the strengths of the student's home connection

A continued use of **SDAIE** (Specially Designed Academic Instruction in English) is an approach to teaching grade level subject matter content in English to ESL/ELL students using strategies tailor -made to help speakers of other languages access content. Frequently referred to as "sheltered English" or sheltered instruction," the goal of SDAIE is to assist ESL/ELL students of intermediate fluency or higher to benefit from instruction in complex academic content.

Key Accomplishments in the Bert Corona Middle School are listed below; due to these accomplishments **Bert Corona Charter High School** will replicate these best practices:

- As a result of intensive reading instruction through the Success for All Program, Bert Corona Middle School students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. As demonstrated in the data table, the longer students are at Bert Corona, the greater their reading gains. Many students have moved from below grade level to reading at or above grade level.
- The school provides ongoing professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Tuesday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.
- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.
 - All teachers have been trained on, and are implementing Thinking Maps', a set of graphic organizers that promote critical thinking and organization for students. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.
 - The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains on the NWEA MAPs reading assessments.

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

SCHOOL GOAL # _1_ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase English Language Arts Proficient and Advanced score by 5 points for English Learners.	
<p>Student groups and grade levels to participate in this goal: All students’ grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal: Bert Corona Charter High School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. SMARTER Balances Test Results will be mailed to our school, and in turn Bert Corona Charter High School will mail individual data results home to the student’s parents. Parents and others can also access SMARTER Balanced school data by using the California Department of Education website. Each Advisory instructor will review the individual data with each student and with parents during Parent-Teacher conferences. Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) will be held with each student, to monitor the student’s academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. Curriculum Embedded Assessments: quarterly teacher/ department tests. CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. Our students’ scores on the SMARTER Balanced and additional demographic statistical information are used by the state to determine our growth according to the state formula. This statistical data includes sub-group reports on meeting Yearly Progress.</p>	<p>Data to be collected to measure academic gains: Bert Corona Charter High School will use several information systems to support the operations. The primary systems are: PowerSchool - Student Information System (SIS) Teleparent – communication tool linking teachers and parents School web-site with school focused collaboration tools Google Apps – open platform for deployment of teacher and student web tools The main Student Information System (SIS) used at Bert Corona Charter High School is Illuminate/PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. Benchmarks, teachers’ assessments and other identified results.</p>

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Bert Corona Charter High School will take the following steps to align instruction with the content standards for reading:</p> <p>a. Administrators and teachers will align instruction with the content standards for reading by utilizing the research-based Backwards Design model that requires unpacking and prioritizing of standards.</p> <p>b. Literature strategies using independent level reading materials will be an integral part of the language arts program at Bert Corona Charter High School.</p> <p>c. Rigorous vocabulary instruction has been adopted in all content area courses, using Robert Marzano’s Building Academic Vocabulary model. Students maintain a vocabulary journal.</p> <p>d. A schoolwide reading plan will be implemented that incorporates background building, specific reading strategies, and post-reading applications of understanding for every reading presented to students in their content area classes.</p> <p>e. Use of Thinking Maps, and effective instructional strategies for English Learners.</p>	<p>Directors, Administrators, Coordinators, and teachers</p> <p>Directors, Administrators/ Language Arts Teachers</p> <p>All Teachers</p> <p>Directors, Administrators, Coordinators, All teachers</p>	<ol style="list-style-type: none"> 1. Leveled reading classroom libraries 2. Software 3. Programs 4. Coordinator 	<p>\$10,000</p>	<p>General Fund Title I Other</p>
<p>Use of standards-aligned instructional materials and</p>				

<p>strategies:</p> <ul style="list-style-type: none"> • We have adopted the use of grade level novels using the California Reading List as a guide. • An independent reading program that uses lexile scores for appropriate reading assignments, monitoring, and reading comprehension will be used. • Bert Corona Charter High School is in the process of reviewing various on-line programs. • Independent reading materials that use lexile scores for appropriate reading assignments, scores for appropriate reading assignment, monitoring, and reading comprehension will be purchased. 	<p>Directors, Administrators, Coordinators, and teachers</p> <p>Directors, Administrators, English Language Arts teachers Directors, Administrators/ All teachers</p>	<p>Additional books and teaching resources</p> <p>Novels and teaching guides</p> <p>1. Program 2. Libraries 3. Quizzes</p>	<p>\$1,500</p> <p>\$3,000</p> <p>\$10,000</p>	<p>General Fund Title I Other</p>
<p>3. Extended learning time: All students are required to read for a minimum of 30 minutes each day. In addition, students must write in their reading journals about the reading, responding specifically to teacher created prompts. Students will receive additional reading instruction in the after-school program twice a week while using the same reading textbooks.</p>	<p>Language Arts teachers</p> <p>After-school program tutors</p> <p>All teachers</p>	<p>Lending library</p> <p>Tutor's salary</p> <p>Classroom libraries for social studies, science and math.</p>	<p>\$1,500</p> <p>\$2,000</p>	<p>General Fund Title I Other</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased access to technology:</p> <ul style="list-style-type: none"> • Computer lab will be available to students during lunch and after-school for access to the Reading program. (Computer have been ordered) • NWEA MAPs an electronic assessment program that provides lexile scores and language arts diagnosis will be used to better assist students in increasing reading comprehension, and vocabulary. • A data management system that analyzes state test results will also be available for staffs' teachers. (Periodic Assessment Scoring System, Achieve3000) • Information related to attendance and student performance will be used (Illuminate/PowerSchool, a web-based educational software program). • Collaboration with parents in their child's attendance and academic progress by ensure that they have access to their child's grades, homework assignments and general attendance information using Illuminate/PowerSchool. 	<p>Executive Director, Directors, Administrators, Coordinators, all teachers and staff</p>	<ul style="list-style-type: none"> • Reading • Computers • Server • Support software • Training for each program 	<p>\$5,000</p>	<p>General Fund Title I Other</p>

<ul style="list-style-type: none"> • Staff development and professional collaboration aligned with standards-based instructional materials: • Teachers will participate in 2 days of professional development during the summer 2017-2018 focused on literacy throughout the curriculum. All students are leveled according to their instructional levels and are taught accordingly. • Every student will be enrolled in a reading elective during his or her first period of the day. • Every 10 weeks students are assessed to determine mastery levels and have the ability to move to a higher reading level if it is appropriate to do so. • Presently teachers use the six traits of writing rubric. Teachers will receive training in a writing program once it is selected. It will be a program that has been proven to be effective in increasing EL student’s literacy. • In addition, teachers presently work collaboratively each week during the school’s professional development day to problem-solve together and share strategies for successfully working with low performing students. • Administrators and teachers will also receive ongoing training on strategies used in research-based reading development methodology. • Teachers will also receive training on the effective use of the standards based curricular materials adopted. 	<p>Directors, Administrators, Coordinators, and teachers</p> <p>Language arts teachers</p> <p>Directors, Administrators, Coordinators, and teachers (ongoing)</p> <p>Directors, Administrators, Coordinators, and teachers (ongoing)</p> <p>Language Arts teachers</p>	<p>Summer training</p> <p>EL training</p> <p>Quarter (SFA) professional development by literacy consultant</p>	<p>\$3,500</p> <p>\$2,700</p> <p>\$8,000</p> <p>\$2,100</p>	<p>General Fund Title I Other</p>
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<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • During parent conferences, parents will be informed of their son or daughter’s reading level and academic progress in language arts. The teacher lead together with the student will create a learning improvement plan and shared with the parent(s) for support. • SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading specialist, etc. • All students are assigned a faculty advisor through Bert Corona Charter High School’s Advisory model. The model allows teacher’s to more effectively communicate with and form connections with parents. • Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase. 	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Information provided on school schedule</p>	<p>\$10,000</p>	<p>General Fund Title I Other</p>
<p>Auxiliary services for students and parents (including transition into high school): Bert Corona Charter High School will provide a week of summer bridge program for incoming 9th grade students. The summer bridge program will provide students with a tool kit and mentoring on Bert Corona Charter High School expectations, mission, vision and their role as incoming students. Curriculum will be used to assess their levels in English Language Arts/Reading and Mathematics. Teachers who will be assigned as their advisors will be available from the beginning.</p>	<p>Directors, Administrators, summer bridge teachers</p>	<p>Summer session salaries</p>	<p>\$3,500</p>	<p>General Fund Title I Other</p>

<p>Monitoring program effectiveness: The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data (Smarter Balanced results, local assessments etc.) and appropriate adjustments will be made as indicate by the data. In particular, assessments will be utilized four times a year to assess each student’s progress toward mastery of the standards for reading. The Directors, Administrators and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p>	<p>Directors, Administrators, Coordinators, and teachers</p>	<p>Five days of data analysis</p>	<p>\$3,500</p>	<p>General Fund Title I Other</p>
<p>Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • All students scoring far below basic and below basic on the Smarter Balanced language arts test will receive extra help through an after-school reading intervention program. • In the future summer school remedial classes will be offered to students who continue to perform below grade level after participating in the after-school intervention program during the academic year. 	<p>After school tutors</p> <p>Teachers (begin Summer 2015)</p>	<p>Teacher’s summer stipend</p>	<p>\$3,500</p>	<p>General Fund Title I Other</p>
<p>Any additional services tied to student academic needs: Services include supplemental service for all students in ELA, Mathematics and ELD.</p>				

<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • During parent conferences, parents will be informed of their son or daughter’s reading level and academic progress in language arts. • The teacher Advisor together with the student will create a learning improvement plan and shared with the parent(s) for support. • SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading coach, etc. • All students will be assigned a faculty advisor through Bert Corona Charter High School’s Advisement model/Advisory. The model allows teacher’s to more effectively communicate with and form connections with parents. • Parents will be invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase. 	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, Illuminte/PowerSchool and conferences (Individual, group, etc.)</p>	<p>15% of Title I funding</p>	<p>General Fund Title I Title III Other</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Bert Corona Charter High School provides a week summer bridge program for incoming students.</p>	<p>Directors, Administrators, summer bridge teachers</p>	<p>Summer session salaries</p>		<p>General Fund Title I Title III Other</p>

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicated by the data. • In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading. • The Directors, Administrators and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process. • Directors and Administrators will hold ongoing data conferences with every teacher for an opportunity to have them reflect and goal setting. 	<p>Directors, Administrators, Coordinators, and teachers staff</p>	<p>Five days of data analysis</p> <p>Setting of benchmarks, timelines</p> <p>Development of protocols for assessments</p>	<p>\$3,500</p>	<p>General Fund Title I Title III Other</p>
<ul style="list-style-type: none"> • Targeting services and programs to lowest-performing student groups: • All students scoring far below basic and below basic on the Smarter Balanced language arts test will receive extra help through an after-school reading intervention program. 	<p>After school tutors</p>	<p>Tutor's salary</p>		<p>General Fund Title I Title III Other</p>

<p>Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Homogenous flexible groupings will be used to group students for differentiated reading instruction. Data from the Smarter Balanced test, 4Sight, NWEA MAPs will be used to create these groups. • Project based learning activities will be a central focus to our unit development and community based projects will increase students' connection from home to school. Students working on a project for community services and as part of their culminating grade. • Meeting the Needs of All Students "Individualization." Administering a program of individualized instruction has proven to be the most effective method in meeting the needs of Bert Corona Charter High School's expected student population to ensure academic success. • Bert Corona Charter High School monitors and ensures continuous improvement of all students, including those who may have fallen below grade level and those who have either met or exceeded grade level expectations, through the use of Personalized Education Plans 	<p>Directors, Administrators, Coordinators, Teachers All Staff</p>	<p>Teacher stipends for before school and after school student support, extra duty to review data and develop and implement effective strategies.</p> <p>Monitoring of student results, moving students forward.</p> <p>21st Century Tutor</p>	<p>\$8,000</p> <p>Grant Allocation</p>	<p>General Fund Title I Title III Other</p>
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Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

<p>SCHOOL GOAL # <u> </u> 1 <u> </u> B (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase Mathematics Proficient and Advanced score by 5 point for English Learner sub-group.</p>	
<p>Student groups and grade levels to participate in this goal: All students' grades 9th through 12th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Bert Corona Charter High School's Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER Balanced data. • Smarter Balanced Test Results are mailed to our school, and in turn Bert Corona Charter High School mail individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website. • Each Advisory instructor reviews the Smarter Balanced (Interim NWEA MAPs) data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/department tests. • CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. <p>Our students' scores on the Smarter Balanced (Interim NWEA</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Bert Corona Charter High School uses several information systems to support the operations. The primary systems are: • Illuminate/PowerSchool - Student Information System (SIS) • NWEA MAPs-- student performance database and reporting tool • 3N-- communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps -- open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Bert Corona Charter High School is Illuminate/PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers' assessments and other identified results.

<p>MAPs) and additional demographic statistical information are used by the state to determine our scores according to the state formula. This statistical data includes sub-group reports.</p>	
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Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.*

<p>SCHOOL GOAL # 1B__ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Students will attain proficiency or better in mathematics by increasing 5 points in NWEA MAPs and SMARTER Balanced (when instituted)</p>	
<p>Student groups and grade levels to participate in this goal: All Bert Corona Charter High School's students will participate.</p>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • An increase in Proficient and Advance rates for these students. Establishing a baseline during this first year.
<p>Means of evaluating progress toward this goal: NWEA MAPs results and SMARTER Balanced results.</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Bert Corona Charter High School uses several information systems to support the operations. The primary systems are: • Illuminate/PowerSchool - Student Information System (SIS) • NWEA MAPs– student performance database and reporting tool • 3N– communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Bert Corona Charter High School is PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers’ assessments and other identified results.

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: State Priority #1 Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition	Principal Teachers All Administrators	Textbooks EBooks Supplemental materials	\$40,000	General Fund LCAP/LCFF Title I Other
2. Use of standards-aligned instructional materials and strategies: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition. <ul style="list-style-type: none"> • Review standards-aligned publishers’ materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents. • Purchase of CCSS, Next Generation materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA, Illuminate. 	Principal Teachers All Administrators	Textbooks EBooks Supplemental materials Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA, Illuminate.	\$25,000	General Fund LCAP/LCFF Title I Other
3. Extended learning time: Students will have access to teacher support before and after school.	Principal Teachers All Administrators	Use of materials and purchase of supplemental materials and support	\$40,000	General Fund LCAP/LCFF Title I Other

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Increased access to technology The school’s strategy use of technology integration will require purchasing of computers to provide for a 1:2 student access.</p>	<p>Principal Teachers All Administrators All Staff</p>	<p>Computers Printers Cables, wiring Software Tables</p>	<p>\$150,000</p>	<p>General Fund LCAP/LCFF Title I Other</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona Charter High School will provide the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform • Coaching • Textbooks and instructional materials. • Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide Project Based Learning (PBL). • Technology support • Full implementation of SFA Reading Edge, and other programs. 	<p>Principal Teachers All Administrators All Staff</p>	<p>Supplemental curriculum and materials supporting CCSS Digital Curriculum aligned to CCSS iObservation Platform Coaching Textbooks and instructional materials. Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.</p> <p>Professional Development in schoolwide Project Based Learning (PBL).</p> <p>Technology support</p> <p>Full implementation of SFA Reading Edge, and other programs.</p> <p>Preparation for the California High School Exit Examination (CAHSEE).</p>	<p>\$45,000</p>	<p>General Fund LCAP/LCFF Title I Other</p>

<ul style="list-style-type: none"> • Preparation for the California High School Exit Examination (CAHSEE). • WASC 				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Principal Teachers All Administrators All Staff	Parent Coordinator	\$18,000	General Fund LCAP/LCFF Title I Other
6. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Bridge Program for students coming from the middle schools.	Principal Teachers All Administrators All Staff	Bridge Program	\$12,000	General Fund LCAP/LCFF Title I Other
7. Monitoring program effectiveness: Workshops and training of data analysis quarterly. Support for teacher use of strategies for student growth, academic achievement. Coaching and instructional rounds.	Principal Teachers All Administrators All Staff	Workshop Professional Development Academic Coach	\$20,000	General Fund LCAP/LCFF Title I Other
9. Targeting services and programs to lowest-performing student groups: Intervention support during, before and afterschool.	Principal Teachers All Administrators All Staff	Supplemental materials Tutors Teachers	\$15,000	General Fund LCAP/LCFF Title I Other
10. Any additional services tied to student academic needs: Social emotional support, and implementation of schoolwide positive behavior support plan.	Principal Teachers All Administrators All Staff	Workshop Professional Development SPED Support	\$10,000	General Fund LCAP/LCFF Title I Other

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<p>SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.</p>	
<p>Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal: (NWEA MAPs will be used while state testing is suspended)</p> <ul style="list-style-type: none"> • Bert Corona Charter High School's Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER Balanced data. • SMARTER Balanced Test Results are mailed to our school, and in turn Bert Corona Charter High School will mail individual data results home to the student's parents. Parents and others can also access SMARTER Balanced school data by using the California Department of Education website. • Each Advisory instructor reviews the NWEA MAPs data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/department tests. • CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. 	<p>Data to be collected to measure academic gains: Bert Corona Charter High School uses several information systems to support the operations. The primary systems are:</p> <ul style="list-style-type: none"> • Illuminate/PowerSchool - Student Information System (SIS) • NWEA MAPs-- student performance database and reporting tool • 3N – communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Bert Corona Charter High School is Illuminate/PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers' assessments and other identified results.

Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.								
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant; Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b Bert Corona Charter High School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> • Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios. • Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Bert Corona Charter High School will receive Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <table border="1"> <thead> <tr> <th>AMAO's</th> <th>Measurable Goals</th> </tr> </thead> <tbody> <tr> <td> Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level. </td> <td> Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services. </td> </tr> <tr> <td> Progress in the percentage of students who become proficient in English. </td> <td> Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level. </td> </tr> <tr> <td> Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/>Participation Rate <input type="checkbox"/>Percentage Proficient or Above </td> <td> Monitor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly) </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Monitor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)
	AMAO's	Measurable Goals								
	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.								
	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.								
	Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Monitor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)								
	<p>d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</p>									

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>R e q u i r e d A c t i v i t i e s</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant; Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122; making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); Describe how the LEA will promote parental and community participation in LEP programs.</p>	<ul style="list-style-type: none"> • Bert Corona Charter High School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include: • Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios, incorporations of Thinking Maps, and effective Instructional strategies. • Use of SFA, Vocabulary, 4Sight, and other materials to assist EL students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. • Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <ul style="list-style-type: none"> • The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects 	<ol style="list-style-type: none"> 1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students. 2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel.</p> <p>a. Designed to improve the instruction and assessment of LEP children;</p> <p>b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>The Directors, Administrators, Coordinators, and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English Language proficiency and their mastery of content standards.</p> <p>Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</p>	
<p>Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

<p>Allowable Activities</p>	<p>5. Provide – a. Tutorials and academic or vocational education for LEP students; and b. Intensified instruction.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: Bert Corona Charter High School will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • NWEA MAPs and will be used as an ELD program and an intervention program for our students scoring below basic on the SMARTER Balanced test. • An ELD based writing program will be implemented school-wide. (In progress) • The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers’ performance.
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students. • The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students’ ELD levels.
<p>Allowable Activities</p>	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>Yes or No</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Description of how the LEA is meeting or plans to meet this requirement.</p> </div> <p>If yes, describe:</p> <ol style="list-style-type: none"> 1. Bert Corona Charter High School will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC) 2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent training session on how to best support their child’s instruction at home.

	<p>9. Improve the instruction of LEP children by providing for – The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.</p>	<p>Yes or No Yes</p>	<p>If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>

<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open Advisory.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>CELDT is administered, and testing for placement within the 30 days after the beginning of the school year.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>EL families will be provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the CELDT, 3) their child’s progress in meeting California standards in academic subjects as measured by the SMARTER Balanced tests.</p>

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Teachers’ results reflect a consensus that they are supported in instructional delivery, effective strategies, coaching, etc. • Assessment tools are useful and results offer an insight on student progress. • Monitoring is conducted during each course/class time in addition to Advisory/Advisory. • Professional Development offered weekly provides resources; support and challenges can be addressed. • Teachers and staff request additional and ongoing support in specific areas; EL’s, Mathematics, English Language Arts, etc. 	<ul style="list-style-type: none"> • More time to reflect and provide supplemental services. • Continued support with effective instructional strategies. • Continued support in effective Mathematics strategies for ELs.

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

<p>SCHOOL GOAL # <u>3</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> All Bert Corona Charter High School core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. 	
<p>Student groups and grade levels to participate in this goal: All Bert Corona Charter High School student population 9th through 12th grade will be taught by highly qualified teachers.</p> <p>Teachers will be credentials in the core subject areas they are assigned in.</p>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • State Mandated Tests • Portfolios of written work • Teacher developed assignments and assessments • Oral presentations • Faculty-developed rubrics • Classroom Projects • Year-end Capstone projects • AMO's for English Language Arts and Mathematics
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Bert Corona Charter High School will rank 6 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. • Bert Corona Charter High School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. • Bert Corona Charter High School will meet its academic growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. We have great expectations for our students and we strive to score high enough on the Smarter Balanced to qualify to apply for the California Distinguished Schools Award Program • Bert Corona Charter High School's academic performance on the Smarter Balanced will be equal to or better than the academic performance of the LAUSD schools that Bert Corona Charter High School students would otherwise attend in the year prior to 	<p>Data to be collected to measure academic gains: MÉTHODES TO MEASURE STUDENT OUTCOMES Bert Corona Charter High School will use the following methods to assess student progress and fulfillment of instructional objectives:</p> <ul style="list-style-type: none"> • School wide Quarterly Assessments, such as Gates-MacGinitie and 4Sight is used to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. • Classroom Assessment provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams, essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child's progress and report cards will be sent

charter renewal, or in two of the last three years prior to renewal. Specifically, at least 35% of students will score proficient or above on the SMARTER Balanced English Language Arts on average. At least 38% of students will score proficient or above on the SMARTER Balanced Math on average. These are the average scores of the highest achieving middle school in the neighborhood, Adams Middle School.

- **Bert Corona Charter High School's** academic performance on the Smarter Balanced will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.
- Students at **Bert Corona Charter High School** will meet or exceed the outcomes identified in the Every Student Succeeds Act (ESSA) in the year prior to charter renewal or in two of the last three years prior to renewal.

home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Portfolios** provide students with the opportunity to reflect upon and demonstrate their learning. Students at **Bert Corona Charter High School** documents their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a **quarterly** basis and submitted **annually** by each student.
- **Capstone Projects** at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Capstones may take the form of an exhibit, community project, or theatrical presentation. Students in the 12th grade stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution, compete with an analysis of the impacts on science and society. Students in the 12th grade complete a service learning project on the technology divide and its impact on freedom, equality, and democracy, conducting surveys and data analysis and creating a proposal for presentation to local authorities.

Bert Corona Charter High School staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take part, providing constructive critique and assessment of capstone projects.

- **State Standardized Testing:** Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by Smarter Balanced

Planned Improvements for Professional Development (Title II)

Performance Goal 3 By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • The Directors, Administrators will conduct yearly professional development needs assessment of the staff with respect to the highly qualified teacher criteria. Any professional development activities planned will be based on the determined growth areas and their relationship to each student’s mastery of state standards. • The Directors, Administrators and teachers will: 1) monitor student progress through examination of student assessment, 2) adapt existing programs and instructional methods to better meet the needs of the student population. • During weekly collaborative, cross-curricular planning times, teachers will build on the schoolwide projects and concepts that have been introduced in the weekly in-services. • Teachers are provided with weekly individual planning time to be used to plan, reflect and improve their quality of teaching. • In all cases, collaborative or individual planning begins with the standards and data. Teachers look at multiple forms of assessments to determine which standards have 	<p>Directors, Administrators, Coordinators</p> <p>Teachers (ongoing)</p> <p>Annual process</p>	<p>Professional Development</p> <p>Teacher Stipends</p> <p>Materials and Supplies</p>	<p>\$10,500</p>	<p>General Fund Title I Title III Other</p>

<p>been mastered, by which students, data-driven instruction.</p>				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The professional development activities chosen will be based on literature review of research-based methodologies proven to be effective with similar student populations. Professional development is aimed at closing the achievement gap. All teachers attend professional development in-services offered by the administration, lead teachers, and in some cases academic consultants. Themes included: Using assessment data to plan</p> <ul style="list-style-type: none"> • Scientific based reading instruction-effective strategies • Content Area literacy • Special Education • Effective mathematics instruction • Schoolwide study practices • Implementation of a rigorous, college preparatory curriculum aligned to state standards. • Teaching across grade levels • Cambridge Review • WASC Accreditation • Submission and approval of A-G courses 	<p>Directors, Administrators</p> <p>Teachers</p>	<p>Consultant</p> <p>Teacher Trainings</p>	<p>\$2,500</p> <p>\$2,500</p>	<p>General Fund Title I Title III Other</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Academic Consultant</p> <p>Teacher Workshops</p>	<p>\$3,000</p> <p>\$3,000</p>	<p>General Fund Title I Title III Other</p>

<p>The school will strive to eliminate the achievement gap by engaging in professional development activities that will enable our students to receive positive gains. Student progress will be measured using a variety of formative and summative assessments. The data obtained will yield the measures needed to guarantee that the impact to student learning is substantial. Faculty members use a wide variety of proven teaching strategies to support each student’s individual learning style including those identified as special education participants and English Language Learners, i.e. all staff teaches using SDAIE strategies. SDAIE helps teachers deliver challenging, grade-level content within heterogeneous classrooms. Techniques may include the use of simple sentences and less use of idioms in lectures, body movement and gestures, or a series of related visual aids posted on classroom walls. These types of strategies help support all learners, which includes special education and English language learners.</p> <p>Student mastery of standards does not always take place at the same time, teachers use multi-tasked assignments to incorporate both material that has been covered and material that has not yet been covered to pre-teach and re-teach. In this way, struggling students have multiple opportunities, and a variety of avenues, to learn materials, review it, and master it.</p> <p>Multi-task projects, reciprocal teaching, collaborative testing reviews, and other learning apprenticeship strategies are examples of techniques that teachers use to re-teach material already taught. Meeting the needs of all students by providing multi opportunities to practice, to be challenged, to be critical thinkers, and to apply what they have learned.</p>	<p>(Ongoing)</p>	<p>Teacher Materials</p>	<p>\$2,000</p>	
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The school will strategically design its professional development</p>	<p>Directors, Administrators, ELL coordinator. Literacy consultant</p>	<p>Categorical programs Teacher Stipend</p>	<p>\$6,000</p>	<p>General Fund Title I Title III Other</p>

<p>in a manner that will maximize student learning within the guidelines of Title II, Part A, Subpart 2 and other Federal, State and local programs. An ELL coordinator and literacy consultant will meet Bi-monthly with the Directors, Administrators and staff to ensure that activities chosen meet all compliance standards.</p>	(Ongoing)			
<p>The professional development activities that will be made available to teachers and Directors, Administrators and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and Directors, Administrators will be met: 1. Teachers will be receiving professional development in the areas of understanding how students learn, the utilization of effective ways to improve reading and math abilities in all content areas, the incorporation of the effective instructional model, and effective SDAIE strategies for sheltered classes. 2. Teachers will receive ongoing in-classroom coaching through collaboration with mentor teachers and the literacy and math consultant.</p>	Directors, Administrators, Coordinators, and teachers, literacy consultant, math consultant	Literacy consultant Math consultant Teacher In-service Conference fees	\$5,000 \$5,000 \$2,500	General Fund Title I Title III Other
<p>Please provide a description of:</p>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: All English/Language Arts teachers will work with library media teachers to develop students' facility with the complex computer based, electronic text environment by: Teaching different electronic sources available in the classroom, school library. Teaching names, purposes, methods, and limitations of different electronic sources (e.g. automated library catalog, Web sites, e-</p>	Directors, Administrators, Coordinators, and teachers, parents, students, staff On-going	Computers Stations Computer Programs Reading Math Server Support software Teacher and	\$7,000	General Fund Title I Title III Other

<p>mail).</p> <p>Creating a clearly defined task to ensure that students gain appropriate experience from working in the electronic text (e.g., automated library catalog).</p> <p>Teaching students to open existing files, save files, and create new files in the word-processing program they will use most frequently.</p> <p>Teaching the basics of navigation, text manipulation, and editing within the word processor, including use of:</p> <ul style="list-style-type: none"> • The control key to change the location of the cursor, highlight text, or access menus, commands, and icons; • Navigation keys, such as the page up, page down, and arrow keys; • Common commands on the keyboard and • Copy, cut, and paste command functions for text manipulation and editing. <p>The computer lab will be available to students during lunch and after-school for access to the Reading program and math programs.</p> <p>An electronic assessment program that provides lexile scores and language arts diagnosis will be used to better assist students in increasing reading comprehension, and vocabulary.</p> <p>A data management system that analyzes state test results will also be available for staffs' teachers. (Periodic Assessment Scoring System)</p> <p>Information related to attendance and student performance will be used (Illuminate,POWERSCHOOL, a web-based educational software program).</p> <p>Collaboration with parents in their child's attendance and academic progress by ensure that they have access to their child's grades, homework assignments and general attendance information using illuminate, POWERSCHOOL.</p>		<p>staff training for each program</p>		
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<p>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher Advisor together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading coach, etc.</p> <p>All students are assigned a faculty advisor through Bert Corona Charter High School’s Advisory model. The model allows teacher’s to more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p> <p>Ongoing collaboration with all stakeholders.</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold an Annual Conference Title I Hold Parent Informational Conferences</p> <p>Ongoing communication s through Newsletters, Bulletins, Illuminaate/ Powerschool and conferences (Individual, group, etc.)</p>	<p>\$3,500</p>	<p>General Fund Title I Title III Other</p>
<p>How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Bert Corona Charter High School holds a one-week summit during the summer where student performance data, parent evaluations, teachers’ evaluations, and students’ evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.</p> <p>The administration and the teachers will evaluate the</p>	<p>Executive Director Directors, Administrators Teachers ongoing Students Parents Staffs Board members</p>	<p>Five days of data analysis</p> <p>Setting of benchmarks, timelines</p> <p>Development of protocols for assessments</p>	<p>\$8,000</p>	<p>General Fund Title I Title III Other</p>

<p>effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data. In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student’s progress toward mastery of the standards for reading. The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p>				
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>How the LEA will provide training to enable teachers to: Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child’s education; and Understand and use data and assessments to improve classroom practice and student learning. All students scoring far below basic and below basic on the Smarter Balanced English language arts test will receive extra help through an after-school reading intervention program. An extended year program will be offered to students who continue to perform below grade level after participating in the after-school intervention program during the academic year. The following educational practices that foster the learning environment where learning best occurs includes:</p> <ul style="list-style-type: none"> • Student-centered curriculum with clearly articulated learning objectives 	<p>After school tutors Teachers</p>	<p>Tutor’s salary Teacher’s summer stipend</p>	<p>\$3,500 \$6,000</p>	<p>General Fund Title I Title III Other</p>

<ul style="list-style-type: none"> • Project-based learning activities • Acknowledgment of so-called "failure" as a necessary stepping stone for further investigation • Collaborative investigations and demonstrations • Mini-lessons that address specific skills within the context of larger projects • Giving guidance and adequate time to self-reflect and self-assess • Authentic assessments <p>The following is a sample of the kinds of standardized reports available to the school community for analysis:</p> <p>Bert Corona Charter High School's Data Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER Balanced data.</p> <p>SMARTER Balanced Test Results are mailed to our school, and in turn Bert Corona Charter High School mail individual data results home to the student's parents. Parents and others can also access SMARTER Balanced school data by using the California Department of Education website, Dataquest.</p> <p>Curriculum Embedded Assessments: quarterly teacher/department tests.</p> <p>CELDT/ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <p>Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisory Advisor on a regular basis.</p> <p>Telephone and web/internet communication tool used to provide parents with up-to-date information about their students'</p>				
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<p>attendance, class performance and test scores, as well as school events and upcoming activities. The purpose of the Bert Corona Charter High School assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.</p>				
<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119: Bert Corona Charter High School has two (2) internal staff members who are BTSA providers who can support teachers completing the requirements for a California Commission on Teacher Credentialing Professional Clear credential and CLAD or BCLAD certification for all teachers Bert Corona Charter High School provides local test preparation support for teachers.</p>	<p>Directors, Administrators, Academic Consultant Teachers</p>	<p>Consultant BTSA</p>	<p>TBA \$20,000</p>	<p>Title II Other</p>

Performance Goal 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Small student population • Strong Advisory program • Strong student council program • Strong Parent Involvement and Support. 	<p>Improved offering of counseling services</p> <p>Good character development program</p> <p>Improved drug-free program</p> <p>Improve academic rigor</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<p>The school will provide an after school program to assist students in the areas of mathematics and language arts. The school has a student council program that allows students to plan activities that will help foster healthy social attitudes and develop leadership. The school has a system, which delineates consequences associated with the various behavioral and academic violations. The system allows students to make good decisions and helps them develop the ability to operate effectively in a structured environment with clear expectations.</p>

Performance Goal 5

All students will graduate from high school

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>Bert Corona Charter High School graduates will be college and career ready.</p> <p>Bert Corona Charter High School is a high school, it will address and encourage students to be college bound.</p> <p>An ongoing support system that includes Advisory</p> <p>Highly Qualified teacher that can offer ongoing support</p> <p>Before and After school support</p> <p>Sports and Team Activities</p> <p>Other Science activities</p> <p>Student, Teacher Parent Compact</p> <p>Ongoing meetings with Parents</p> <p>Ongoing Parent Workshops and trainings.</p> <p>Hold WASC Accreditation team meetings with all stakeholders, including parents and students.</p>	All students	<p>All Staff</p> <p>July 2015</p> <p>Teachers and Administration setting Calendar and Goals</p> <p>July-August</p> <p>Summer Intervention for students</p> <p>July</p> <p>September</p> <p>School Starts</p> <p>Teacher PD held every</p> <p>Wednesday</p> <p>From 2:30 – 4:30</p> <p>Designated PD</p>	<p>College preparation through all courses, advising/Advisory, field trips to local colleges, and assistance with completing applications.</p> <p>A strong and engaging curriculum to provide for student academic achievement. Pacing Plans, Lesson Plans, etc.</p> <p>Teacher support from SFA and other consulting services</p> <p>Student grades and SMARTER Balanced scores at proficiency and advance.</p> <p>Team participating in</p>	General Fund/ Supplemental Funds

			Dates and focus WASC Home groups/Focus Groups	competitions Hands on production of science solar systems Parent Coordinator- assist parents in activities and leadership roles Provide workshops and trainings-agendas, meetings, next steps Evident in Agendas, sign in sheets, meetings, results	
5.2 (Dropouts)	<p>Students will have better attendance rate than all neighboring traditional public High School .</p> <p>Student engagement in their academic achievement, goal setting, support from teachers, administrators, and staff.</p> <p>Use schoolwide goals to ensure students are focused on academic achievement.</p> <p>Reading Comprehension Writing across the curriculum Mathematics-Algebra I; Algebra Readiness</p> <p>Parents supported through workshops, trainings and</p>	All students	<p>All Staff</p> <p>Monitoring from Administrative Staff</p> <p>Advisory/ Advisement held to support students on a daily basis.</p> <p>Before and After school learning support</p>	<p>Average Daily Attendance (ADA) computed monthly using state ADA form.</p> <p>New CALPADS</p> <p>Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact)</p> <p>Offer students opportunities to engage in their goal setting,</p>	<p>General Fund Title I Other funds</p>

	<p>leadership roles in committees and overall partnership in the school. Parent, Teachers Students visiting schools, holding conversations to remedy challenges and celebration of accomplishments through assemblies, newsletters, recognition, etc. Student focused environment-academic rigor, note taking, conversations on what is being taught and the student's view. Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.</p>		<p>Parent Coordinator schedules trainings, parent support</p> <p>Professional development from Consultants, in school experts, coaching and teacher support.</p>	<p>Personal Educational Plan. Use effective instructional strategies that are aligned to California State Standards. Use of Tier I, II and III instructional strategies. Provide teachers with professional development and support for effective teaching strategies, coaching and mentoring. Student conversations with Directors, Administrators, Executive Director, Teachers, Parent Coordinator, Staff at all level on their needs, advisement and challenges Support student before and after school. Testing Prep support</p>	
5.3	Academic Rigor across subject areas to increase students at	All students	All staff	AP classes were offered and will be offered in	General Fund

<p>(Advanced Placement)</p>	<p>Advanced and Proficient. Professional Development offered to teachers, administrators, staff and parents.</p> <p>Through the student project students Due to the student population and its major need Bert Corona Charter High School will engage its community to participate in the partnership of recruitment and retention.</p>		<p>Teachers continue to support Advisory designated students.</p> <p>Collaboration across content areas to support students.</p> <p>Administrative Staff to support recording of Attendance, grades, assisting in creating a clean, safe and rigorous learning environment.</p>	<p>the coming years.</p> <p>Ensure that student have access to a rigorous curriculum aligned to California Standards, A-G requirements; as well as on going assessments.</p> <p>Research-based Practices: Curriculum and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support</p>	
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				<p>and cooperation of the entire charter school community.</p> <p>Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students. Instructional Strategies to include: (Narrative)</p> <p>Covert Strategies</p> <ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider <p>Overt Strategies</p> <p>Restate in Journal/Notes</p> <p>Cooperative Groups</p> <p>Response Boards</p> <p>Graphic Organizers</p> <p>Pair-Share</p> <p>Brainstorm</p> <p>Other Activities: Inquiry Activities, Current Events, Written/Oral Presentations,</p>	
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				Peer Teaching, Short/Long-term projects, Guest Speakers, Essential Questions, Summarization instructional strategies to include:	
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; or a composite of the above. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <ul style="list-style-type: none"> • Income Eligibility Survey data is used as the poverty index to determine eligibility for Free and Reduced School Lunches. • Free and Reduced Lunch Applications

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> Number of children in families receiving assistance under the CalWorks program; Number of children eligible for Free/Reduced Price Lunch programs; Number of children ages 5-17 in poverty counted by the most recent census data; Number of children eligible to receive medical assistance under the Medicaid program; Or a composite of the above. 	<ul style="list-style-type: none"> • Income Eligibility Survey data will be used as the poverty index to determine eligibility for Free and Reduced School Lunches. • Free and Reduced Lunch Applications
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <p>All schools with a 75% or above poverty level are funded</p> <p>All other schools are funded by poverty ranking district wide or by grade span.</p>	<ul style="list-style-type: none"> • Student Services Survey • Student Advising sessions • Parent Communication • Self-referrals

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <p>A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. Effective methods and instructional strategies based on scientifically-based research.</p> <p>Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</p> <p>Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards.</p> <p>Instruction by highly qualified teachers and strategies to attract and keep such teachers.</p> <p>High quality and ongoing professional development for teachers, Directors, Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <p>Strategies to increase parental involvement.</p> <p>Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</p> <p>Timely and effective additional assistance to students who</p>	<p>Application for Schoolwide Program was submitted:</p> <ul style="list-style-type: none"> • Student Services Survey • Student Advising sessions • On-going Parent Communication • Self-referrals • A comprehensive needs assessment of the entire school in relation to state standards is conducted and monitored. • Use of effective methods and instructional strategies based on scientifically based research. Bert Corona Charter High School uses a block schedule that provides students with extensive direct instruction, pre teaching, re teaching and checking for understanding. • Bert Corona Charter High School uses strategies that give primary consideration to extended learning time. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • Highly quality and ongoing professional development for teachers, Directors, Administrators, parents and other staff. • Effective learning strategies to increase parent involvement.

<p>experience difficulty mastering state standards.</p>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as: Effective methods and instructional strategies based on scientifically-based research. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. Strategies that minimize removing children from the regular classroom during regular school hours for instruction. Instruction by highly qualified teachers. Professional development opportunities for teachers, Directors, Administrators, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. Strategies to increase parental involvement.</p>	<p>Not applicable</p>

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state</p>	<p>Not applicable schoolwide (87% will be on Free/Reduced Lunch)</p>

<p>assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Bert Corona Charter High School will work closely to ensure services to students identified as homeless are served</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Bert Corona Charter High School serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.</p>

Additional Mandatory Title I Descriptions

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <p>Assistance in developing, revising, and implementing the school plan.</p> <p>Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</p> <p>Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</p> <p>Assistance in analyzing and revising the school budget so the school’s resources are used effectively.</p>	<p>This SPSA has integrated the purposes and requirements of all state and federal categorical programs in which the Bert Corona Charter High School participates into this document.</p> <p>The LEA Plan also serves as the organizer for an individual school’s improvement process. This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. This Plan includes the following:</p> <ul style="list-style-type: none"> • Builds on a premise that students are capable of learning with effective instruction • Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts • Is based on verifiable data analysis • Focuses on student achievement and academic interventions • Implements high leverage school improvement actions • Directs resources where they will most directly improve student academic achievement • Ensures that all resources are aligned to serve identified students’ needs • Uses research based strategies • Implements strategic coordination of resources <p>To set school goals, Bert Corona Charter High School’s Leadership Team, Teacher Leads, Administrators, staff, Parents and Community Members established priorities as stated in the LEA Plan, an assessment of both state and local quantitative and qualitative student achievement data to evaluate effectiveness of instructional program, and collectively came to the following consensus about solutions.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Not applicable not a PI school.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Bert Corona Charter High School will provide school choice and services to eligible students, services offered before and after school and additional hours.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and Directors, Administrators, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, Directors, Administrators, and other staff.	All professional development activities are supportive and consistent with Bert Corona Charter High School’s students learning goals. All professional development will be coordinated and schedule as per the needs assessment and teacher requests for specific instructional strategies. All workshops, training, in-services are aligned with Bert Corona Charter High School’s mission, vision and educational goals. The staff inclusively is working on continuing a professional learning community where everyone has a voice and is valued.

<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>Research has indicated that parent involvement is critical and necessary in a student’s education with this is mind Bert Corona Charter High School will honor the commitment and efforts of our parents to become involved, visit the classrooms, work in coordination with Administration, Teachers, their child in making sure we support and sustain their academic achievement. Through these efforts parent workshops, in-services and on-going communication will be provided.</p>
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Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrants, and limited-English proficient, and children with disabilities will be addressed.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California’s academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The SSD has a plan for keeping the school safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.
53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (***list***)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34))
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d))

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the SSD in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>
- Guide and Template for the Single Plan for Student Achievement
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
- Guide and Template for the Local Educational Agency Plan
<http://www.cde.ca.gov/nclb/sr/le/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education’s Expert Panel, or the University of Colorado’s Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education’s publication Getting Results. Web sites where additional information can be found about each program’s description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin’s LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6					x	A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4					x	C
School Violence Prevention Demonstration Program	5 to 8					x	C
Second Step	Pre-K to 8					x	A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x				x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9					x	C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The SSD must designate and list the research-based activities (strategies and activities developed by the SSD to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education’s Expert Panel, the University of Colorado’s Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.ed.gov/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion’s Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

The following tables are included in Appendix F. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Ethnicity
- Table 2: Academic Performance by Grade Level
- Table 3: English-Language Arts Adequate Yearly Progress (AYP)
- Table 4: Mathematics Adequate Yearly Progress (AYP)
- Table 5: California English Language Development (CELDT) Data
- Table 6: Multi-Purpose

(Rev 3-07)
California Department of Education
School and District Accountability Division

(CDE use only)	
Application #	

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

**mail original* and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): **Monseñor Oscar Romero Charter School**

County/District Code: 19-64733-0114959

Dates of Plan Duration (should be five-year plan): July 2011 - July 2016 (To be updated annual)

Date of Local Governing Board Approval: 12/5/2011 (Revisions) 4/2013, 7/2014 (Revision, 6/2015 (Revised), 11/27/2017

District Superintendent: Yvette King-Berg, Executive Director

Address: ~~1501 Wilshire Blvd.~~ 1157 S. Berendo Street

City: Los Angeles, CA Zip code: 90017 90006

Phone: (818) 726-8883 (213) 413-9600 ykingberg@ypiusa.org ykingberg@ypics.org, Fax:

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Yvette King-Berg, Executive Director

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Eugene Straub, President

Printed or typed name of Board President	Date	Signature of Board President
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Part I

Background and Overview

VISION

Our school is named in honor of and inspired by Monseñor Oscar Romero. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador. In 1980, amidst overarching violence, rather than shrink under the increasingly intense repression, Romero used his nationally broadcast Sunday homilies to report on conditions in the country and "plead for sanity, for an end to the repression, and that the root causes of the conflict -- the country's deeply rooted structures of economic injustice -- be addressed in favor of the majority poor who are also the chief victims of the government's violence." Romero wrote to President Jimmy Carter pleading with him to cease sending military aid because he wrote, "it is being used to repress my people." He was killed in 1981 while giving mass.

Monseñor Oscar Romero Charter School equips low-income students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union/Westlake community, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from Central American immigrant families where Spanish is spoken in their home. Monseñor Oscar Romero Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

MISSION

The mission of **Monseñor Oscar Romero Charter School** is to:

- Prepare students for academic success in high school, as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

Students at **Monseñor Oscar Romero Charter School** will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Monseñor Oscar Romero Charter School** is:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

The **Monseñor Oscar Romero Charter School** effort is led by Youth Policy Institute (YPI). YPI is a Los Angeles-based nonprofit organization that designs and operates education and training programs for low-income communities. YPI has a \$25 million annual budget and serves 40,000 youth and adults with 1,200 staff at more than 125 sites in Los Angeles each year. YPI has received U.S. Senator Barbara Boxer's *Excellence in Education Award*. In addition, the organization in 2011 was selected by the National Council of La Raza (NCLR) as Affiliate of the Year for California for its work providing education and training services for predominantly Latino families in Los Angeles.

YPI has also added an educational leader to its executive team. Yvette King-Berg has been named as Executive Director of the YPI charter schools. She comes to YPI with a wealth of experiences in public education, contributing to policies and procedures in schools throughout the state of California and at the National level. She has served as a Commissioner for the Los Angeles Unified School District (LAUSD) on redistricting and also worked with the National Alliance for Public Charter Schools, which is founded on the belief that all families deserve high-quality public school options. Charter schools are independent public schools providing families with a new set of public options. Each of these schools is developed to be a partnership between parents, teachers, students and their community. Mrs. King-Berg is the former Vice President of Southern California-School Development and Outreach of the California Charter Schools Association (CCSA). CCSA's role in charter schools is the advancement of the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California's charter schools for parents, authorizers, legislators, the press and other interested groups. She previously served as an Assistant Director of Fenton Avenue Charter School and she has served in an administrative position as the Secondary Literacy/Academic Director for Project GRAD Los Angeles for eight years. Additionally, she is currently a doctoral student at Fielding Graduate University in the Educational Leadership and Change Program. Mrs. King-Berg relies on her twenty-six years in education to help guide and lead the development of all of the YPI charter schools.

All of YPI's programs, from SES to job training to after school, incorporate a strong technology component. YPI's experience with students and their families has shown that technology can be an important tool for learning, especially when integrated into the academic experience for teachers, students, and parents. The approach of **Monseñor Oscar Romero Charter School** to learning is based on the experiences of YPI staff with families; as well as a systematic review of the current literature on learning, school organization, and adolescent development.

The fundamental principles of the Coalition of Essential Schools and Stanford University's School Redesign Network provide a framework for **Monseñor Oscar Romero Charter School's** strong commitment to high standards, equity, and civic responsibility. Monseñor Oscar Romero Charter School has formed partnerships with these organizations to benefit from their research and the resources of innovative educators in their networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for **Monseñor Oscar Romero Charter School's** school design and instructional program.

The Coalition for Essential Schools is an alliance of more than 160 national, state, and local organizations committed to education that emphasizes equity, personalization, and intellectual vibrancy. *From the Coalition of Essential Schools:*

- **Teaching and learning should be personalized to the maximum feasible extent.** Teacher teams at **Monseñor Oscar Romero Charter School** are responsible for approximately 75 students, allowing strong relationships to form between students and teachers.
- **Student-as-worker, teacher-as-coach.** Students at **Monseñor Oscar Romero Charter School** are engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating "capstone" projects at the end of each semester.
- **A school climate of decency and trust.** Our school is a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. **Monseñor Oscar Romero Charter School** is actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a “contract” that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association.
- **Continuous Relationships.** **Monseñor Oscar Romero Charter School** is structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed “looping,” students will remain with the same set of teachers throughout their three years at **Monseñor Oscar Romero Charter School**. The sustained relationships that develop over time will facilitate students' learning, as teachers won't need to spend valuable time getting to know a new class of students each year.
- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. **Monseñor Oscar Romero Charter School** teachers adjust their teaching modes to meet students where they are using technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their “toolkit” of effective practices.

Monseñor Oscar Romero Charter School serves approximately 405 students when fully operational. Small learning cohorts of approximately 25 students will stay together throughout the instructional day. Through this organizational structure and a curriculum organized around major concepts that students are expected to know deeply, **Monseñor Oscar Romero Charter School** seeks to graduate students who are thoughtful, engaged citizens of the 21st Century.

The school receives support from a variety of sources including YPI, community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. YPI has a strong fundraising track record in this community, and plans to put this expertise to work for the school.

I. Introduction and Background

This document provides an update of the Single Plan for Student Achievement (SPSA). The intent of the revised Single Plan for Student Achievement is to serve as a guide and documentation of the process that **Monseñor Oscar Romero Charter School** has adopted for improved student academic achievement. **Monseñor Oscar Romero Charter School** has been preparing for the Cambridge review visit to be held in December, 2011. This revised single plan for student achievement will provide details on what is planned to fulfill state SPSA requirements.

This SPSA has integrated the purposes and requirements of all state and federal categorical programs in which the **Monseñor Oscar Romero Charter School** participates into this document.

The SPSA also serves as the organizer for an individual school's improvement process. This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. This SPSA includes the following:

- Builds on a premise that students are capable of learning with effective instruction
- Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts
- Is based on verifiable data analysis
- Focuses on student achievement and academic interventions
- Implements high leverage school improvement actions
- Directs resources where they will most directly improve student academic achievement
- Ensures that all resources are aligned to serve identified students' needs
- Uses research based strategies
- Implements strategic coordination of resources

To set school goals, **Monseñor Oscar Romero Charter School's** Leadership Team, Teacher Leads, Administrators, staff, Parents and Community Members established priorities as stated in the LEA Plan, an assessment of both state and local quantitative and qualitative student achievement data to evaluate effectiveness of instructional program, and collectively came to the following consensus about solutions.

Background

The *No Child Left Behind (NCLB) Act of 2001/Every Student Succeeds Act (ESSA)* embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

A. All students will reach high standards, at a minimum attaining proficiency or better in

reading and mathematics, by 2013-14.

B. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

C. By 2005-06, all students will be taught by highly qualified teachers.

D. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

E. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for student achievement, local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law.**

Annual Update 2017-2018

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?

The comprehensive designated and integrated ELD instruction for every EL student to meet the linguistic and academic goals at their grade level and language learning needs is supported by MORCS' leadership, teachers, parents and students. This comprehensive *English Learners (EL) Plan* is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs, which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

Monseñor Oscar Romero implements the English Learner Master Plan to monitor the performance of English Language Learners. Monseñor Oscar Romero follows the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students and they are not denied access to the full curriculum while they are working on English Language Development. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, by offering ESL Classes and other parent workshops. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

Monseñor Oscar Romero identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT/ELPAC) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?

3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT/ELPAC for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT/ELPAC is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early

Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT/ELPAC is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (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.

Monseñor Oscar Romero provides instructional program options as listed in the EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency

Monseñor Oscar Romero will use the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

Monseñor Oscar Romero implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.

8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, Monseñor Oscar Romero will implement the follow actions when planning instruction for English Language Learners.

Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>
<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

Process and specific criteria for EL reclassification

On an annual basis Monseñor Oscar Romero shall submit a certification to the California Department of Education that certifies that they will adopt and implement the English Learner Master Plan which encompasses the following:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent CA Smarter Balanced assessment in English-language arts
- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, NWEA, Achieve 3000, Illuminate Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Executive Director will monitor disaggregated data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The California English Language Development Test (CELDT) transitioning to the ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.

Monseñor Oscar Romero addresses student's linguistic diversity with a positive, additive orientation. Monseñor Oscar Romero affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

2. How often does integrated ELD and designated ELD take place, and for what length of time?

Designated ELD takes place during the daily 55 minute Success For All Language block. Integrated ELD takes place in all content classrooms every period daily.

3. What are the program(s) resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s) resources selected and how do they meet the needs of EL's.

Instructional Resources include but is not limited to Success for All (SFA)

1. Where are Success for All Foundation programs used? Success for All Foundation (SFAF) programs are implemented in more than 1500 schools in over 500 districts in 48 states in all parts of the United States, Guam, and the Virgin Islands. Versions of the model are also used in other countries, including England, Israel, Canada, Mexico, and Australia.

What are the results? The Success for All (SFA) reading program has been evaluated in 47 experimental-control studies, carried out by researchers at many research institutions in addition to those completed by Johns Hopkins University researchers. Seventeen of these were done by researchers at Johns Hopkins University, and 30 were done elsewhere. In each, matched SFA and control schools have been compared on individually administered reading scales and/or state accountability measures, as well as other outcomes. The results have almost always favored SFA. In average grade equivalents on individually-administered measures such as the Woodcock Reading Mastery Test, SFA students perform approximately three months ahead of comparison students by the end of first grade, and more than a year ahead by fifth grade. Effects are particularly strong for students who are most at risk, those in the lowest 25% of their grades. Effects of the Spanish version of SFA have also been strong. SFA has produced substantial reductions in retentions and special education referrals and placements.

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

The American Institute of Research, in a review commissioned by the AFT, NEA, NAESP, NASSP and AASA, found that of 24 whole-school reform programs, only SFA and Direct Instruction meet the highest standards for evidence of positive impacts in rigorous studies. This report can be obtained from the AASA website www.aasa.org.

For a summary of research on Success for All, the following article can be found under Research/Results on this website.

Slavin, R. E. & Madden, N. A. (2003). Success for All / Roots & Wings: Summary of research on achievement outcomes. Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk

Why does Success for All use homogeneous grouping across grades? The grouping strategy used in SFA reading is the Joplin Plan, cross-grade grouping according to reading performance level. The Joplin Plan has been extensively studied over the years and has been found to be effective. It is often confused with tracking or ability grouping, which causes some educators to oppose it on philosophical grounds. However, the Joplin Plan is quite different. First, because it involves cross-grade grouping, there is no "high class" or "low class"; all classes (except the lowest-performing first grades) have high, average, and low achievers. Because groupings are revised every eight weeks, students are not relegated forever to a "track" from which it is difficult to move. In fact, because low achievers are likely to receive tutoring services, they are expected to move over time to higher-performing groups. The Joplin Plan creates groups all at one instructional level, enabling teachers to move at a very rapid pace. It avoids the need to have multiple reading groups within the class, a practice that forces teachers to assign much more seatwork than necessary and which may have a stigmatizing effect at least as great as that in the Joplin Plan. Since every child in grades 1-6 is regrouped into a reading class, low achievers do not feel singled out, as they might be in a low reading group within a single class. Finally, regrouping children into a larger number of classes, making use of additional teachers (because tutors and other certified teachers teach a reading class), helps schools reduce class sizes for reading.

Does research on Success for All find positive impacts on the achievement of English language learners? Six longitudinal studies have been done to evaluate the impact of SFA on the achievement of English language learners. Three have involved the Spanish bilingual program (Lee Connigo), and three have involved the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

Slavin, R.E. & Cheung, A. (2003). Effective reading programs for English language learners: A best-evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

All of the studies found consistently higher achievement in SFA schools than in matched control schools in first grades, and these effects generally maintained in later years. One of the bilingual studies followed children long enough to see a transfer from superior performance in Spanish to superior performance in English. Another found a sharp increase in the number of children ready for early transition to English

instruction.

Are the Success for All English reading materials appropriate for English language

learners?^[L]^[SEP]Additional training and supplementary materials have been developed to help all teachers succeed with English language learners. These materials have been successfully used with thousands of English language learners throughout the U.S. The materials themselves, by providing a step-by-step phonetic structure and a strong emphasis on oral language development, help English language learners develop their reading skills at the same time as their English language skills are developing. Classroom teachers are given ESL strategies, such as Total Physical Response and use of regalia, to help ESL children gain the vocabulary necessary to comprehend the English materials. ESL teachers are given strategies for integrating with the reading instruction, including pre-teaching of vocabulary that will be in the books. In fact, because of the consistent materials and strategies taught across the school, it is easier in a SFA school to maintain close articulation between ESL and classroom reading strategies.

How does Success for All impact children with special needs?^[L]^[SEP]The main focus of SFA with respect to children with special needs is prevention, especially for children with learning disabilities or at risk for learning disabilities. The idea, called "neverstreaming", is to provide children with effective preschool and kindergarten programs, beginning reading programs, and family support programs, plus one-to-one tutoring or other special adaptations if needed, to ensure that students are successful in the first place and are never referred to special education. What special education program is more effective for children with learning disabilities than well-structured instruction, one-to-one tutoring, and extensive family support programs? Four studies of the special education-related outcomes of SFA have found reductions in special education placements of from one-half to three-quarters, as well as increased achievement among children who already have IEP's for learning disabilities.

For children who have more serious learning disabilities or other academic limitations, SFA advocates a policy of full inclusion. These children are typically assessed, placed in appropriate reading groups, tutored if necessary (usually by a special education teacher), and otherwise treated the same as other children, with appropriate adaptations to their unique needs. There is no research on this at present, but we have heard numerous reports of success of SFA with children with Down's Syndrome, severe auditory disabilities, and other disabilities, as well as for children with various behavioral disabilities.

For a summary of research on the special education aspects of Success for All, please see the following article (available on this website under Research/Results).

Slavin, R.E. (1996). Neverstreaming: Preventing learning disabilities. *Educational Leadership*, 53 (5), 4-7.

English Learners will have equal access to a broad range of high quality, standards aligned instructional resources in English and their home language that facilitate access to the core curriculum. These resources will include print, audio, visual, graphic, and electronic materials that provide models of authentic language use, including academic language.

Family and Community Engagement

Monseñor Oscar Romero Charter School promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments, which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their Monseñor Oscar Romero Charter School policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

Staffing and Professional Development

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, Monseñor Oscar Romero Charter School is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

4. Who delivers designated and integrated ELD to ELs, and where does it take place?

Monseñor Oscar Romero's credential teachers are designated to integrate ELD to ELs. It takes place throughout the day and during second period there is a designated schedule time during second period to specifically address the needs of all English Learners

5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEP's, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?

In reviewing data results in the California School Dashboard shows a status as medium 68%, with an increased significantly of +11.6%. This indicates that EL are showing academic growth.

English Learners 2016-2017

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Monseñor Oscar Romero Charter Middle	16	22	115	184	0	337

Cde.Ca.Gov DATAQUEST 2017

English Learners Comparison to District and County

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Monseñor Oscar Romero Charter Middle	16	22	115	184	0	337
Los Angeles Unified	254,926	54,821	157,619	162,334	3,921	633,621
Los Angeles County	755,306	106,018	329,292	315,878	4,860	1,511,354
State	3,556,229	276,570	1,332,405	1,047,267	15,764	6,228

Cde.ca.gov Dataquest

MORCS Total Ever-EL RFEP

Name	English Learners	RFEP	Total
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	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		(Ever-EL)
Monseñor Oscar Romero Charter Middle	15	3	97	184	299

Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Monseñor Oscar Romero Charter Middle	15	3	97	184	299
Los Angeles Unified	90,090	27,660	39,869	162,334	319,953
Los Angeles County	176,948	59,687	92,657	315,878	645,170
State	683,688	254,216	394,501	1,047,267	2,379,672

Cde.ca.gov Dataquest

MORCS data reflects the largest number of English Learners at EL 6+ Years also identified as Long-Term English Learners.

MORC Total Ever-ELs

Grade	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total "Ever-ELs"
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06	44	54	98
07	39	63	102
08	32	67	99

Cde.ca.gov Dataquest 2017

Leadership, teachers Implementation, Monitoring of Student Achievement

A key component of MORCS’ initiative to provide student with academic achievement and implementation of systems that provide for continuous opportunities for professional development, reflective dialogue of teacher practices and conducting analysis of student achievement data in a supportive environment. To this end, in order to meet our overall vision and academic outcomes the following meetings are held:

Leadership

Purpose	Meetings	Attendees	Leader
Achievement Outcomes Teacher Support Review of Data Create Systems for tracking data	Weekly academic team meetings- Every Friday at 7 am	Coordinator of Instruction, Lead site administrator, ELD Coordinator, SFA Facilitator, Director of Academic Achievement, Lead Teacher	Coordinator of Instruction
The Why? And the How? Maintaining the school and instructional vision. Determine the PD Focus. Improving teacher outcome. Areas for Improvement Are Goals being met.	Monthly Academic Leadership Meeting-First Wednesday of every month	Coordinator of Instruction, Director of Academic Achievement, Director of Special Education	Director of Academic Achievement
The What? Align programs with SWD Analysis Data Ensure accommodations are met. Ensure that IEPs are being followed Progress Monitoring PD opportunities	SPED Monthly Team Meeting-	Director of Special Education, SPED Teachers, Resource Teachers, Instructional Aides	Director of Special Education

Ensure that all operations are optimal for a safe campus Instructional achievement	Monthly Leadership Team Meeting	Coordinator of Instruction, Lead site administrator, ELD Coordinator, SFA Facilitator, Director of Academic Achievement, Lead Teacher-teachers	Lead Site Administrator
Culture and Climate	Weekly-Wednesday morning 0-12	Chief Operations Officer Director of School Climate and Culture, Social Work, Director of Special Education, and other team members as needed	Chief Operations Officer

The Culture and Climate is another key factor that must be addressed in supporting our students. There is a critical balance between our MORCS’ teams and community that of working with the “Whole Child”. In other words, addressing social, emotional, environment and cultural relevant to intentionally work with all needs and setting of learning and educating our students. In this effort all stakeholders need to understand and become committed to ALL our students needs in an equitable setting.

Monseñor Oscar Romero will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary. and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. Monseñor Oscar Romero’s teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The school’s leadership, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Monseñor Oscar Romero will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

6. *How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional support?*

Monseñor Oscar Romero Charter will use the following methods to assess ELs and all Sub groups including foster children and homeless students and the fulfillment of instructional objectives:

School wide Quarterly Assessments, such as NWEA Maps Assessments, Achieve3000, ALEKS, and Interim assessments will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for our students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Illuminate or an equivalent program. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards- based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least on a tri-semester basis.

Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson are met. Daily assessment will be documented in the form of class work, activities and will be recorded in each teacher's grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

Digital Portfolios that reflect Schoolwide Learning Objectives (SLOs) and CA Common Core State Standards providing students with the opportunity to reflect upon and demonstrate their learning. Students at Monseñor Oscar Romero Charter will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each article they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios.

Capstone Projects and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 8th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with

those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 6th through 8th grades might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

Monseñor Oscar Romero Charter staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams.

Monseñor Oscar Romero Charter Data Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balance data. In addition to use of the NWEA Maps Assessment Tools aligned to Common Core State Standards.

- Smarter Balanced Test Results will be mailed to our school, and in turn Monseñor Oscar Romero Charter mails individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website, Dataquest.
- CELDT/ELPAC-- the California English Learners Development Test will be transition into the English Language Proficiency Assessment for California (ELPAC), a standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

**PLANNING CHECKLIST
FOR SSD PLAN DEVELOPMENT
(Optional)**

✓	8. SSD Plan – Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$0	\$ 142,724	\$ 142,724	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$0	\$16,881	\$16,881	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$0	\$10,410	\$10,410	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$0	\$ 232,944	\$ 232,944	100%

Step Two: Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

As described in the section that follows, **Monseñor Oscar Romero Charter School** identified, reviewed, and analyzed data and related information on factors; such as, educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components. The English Learner Subgroup Self-Assessment (ELSSA) – designed to improve outcomes for English learners was also used in this evaluation. These outcomes are relevant to **Monseñor Oscar Romero Charter School's** target population in that many of the students come from documented under-performing schools and live in communities where there are low levels of high school graduation among adults.

The following are the results of the teacher surveys of Essential Components, Academic Performance Survey for Middle School.

**Monseñor Oscar Romero Charter School Charter
Specific Area of Concentration**

Specific Needs	Schedule of Improvements	Identified Support
Need for ELD Program	<ul style="list-style-type: none"> • All EL are tested, results are distributed to teachers and parents. • Scheduled Program for EL student support to begin 1st Semester. • Ensure that students are mastering content areas. 	<ul style="list-style-type: none"> • Assistance by Coordinator Student Support who is EL Credentialed. • Professional develop on an ongoing basis to support English Learners (EL's) • Quarterly Benchmarks • Ongoing Study Island • The Foresight Assessment • Vocabulary Journey Assessments • Success For All Program
Need Intervention Courses	<ul style="list-style-type: none"> • Assessments of identified students using grades, CST/STAR and SMARTER Balance Results and teacher recommendations. • Pre and Post Testing • Ensure that students are mastering content areas. 	<ul style="list-style-type: none"> • With the assistance of the Director and the Student Service Coordinator. • Work with YPI Program to provide intensive afterschool student support. • Engage current teacher to assist in the intervention program. • Develop and implement instructional materials to support daily instruction. • Supplement instructional program using effective instructional strategies. • Quarterly Benchmarks • Ongoing Study Island Assessments • The Foresight Assessment • Vocabulary Journey Assessments • Success For All Program
Highly Qualified Teacher BTSA Program	<ul style="list-style-type: none"> • All classrooms with fully credentialed, highly-qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001. • BTSA Program for all teachers working toward a Professional Clear Credential 	<ul style="list-style-type: none"> • Ensure all teachers and staffs are highly qualified. • Attend recruitment fair provided by universities, charter associations, where teachers have been prescreened for appropriate qualifications. • BTSA Support Providers are on campus. • Designate teachers, administrators, and/or consultants to provide teacher support in lesson development, differentiated instruction, and interventions for student in need of additional support. • Professional Development on data-driven instruction, classroom management and instructional delivery.
Development of Pacing Guides	<ul style="list-style-type: none"> • Full implementation means that the annual district instructional/assessment pacing guides are in daily use in 	<ul style="list-style-type: none"> • California State Standards

	<p>all reading, language arts, and ELD classrooms to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. • Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course-pacing guide is the foundational pacing guide for the strategic support class students. • Each subject area needs to complete a course description for each course. • Aligned with California Standards and school calendar develop and implement a pacing guide. 	<ul style="list-style-type: none"> • Calendar • Course Descriptors • The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of • Assist teachers with best practices, effective instructional delivery, and development of pacing plans, etc.
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<p>Development of Instructional Materials</p> <p>Assessment Driven Instruction</p> <p>Analysis and use of data</p>	<ul style="list-style-type: none"> • Adopt textbooks that are State approved Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and ELs. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	<ul style="list-style-type: none"> • Inventory • Use of textbooks, supplemental materials, support guides • Use an SFA program to ensure that students have access to research based instruction and effective strategies. • Use computer assisted instructional programs; such as ALEKS and Kahn Academy to provide universal access to all students in mathematics
<p>Development of Intensive Materials</p>	<ul style="list-style-type: none"> • Full implementation means that all students identified as needing intensive intervention in grades six through eight, including ELs and SWDs, who are two or more years below grade level in reading, are provided the SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. • Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who 	<p><u>Use Three Tier Model:</u></p> <p>Tier I.</p> <p>Tier I Instruction requires:</p> <ul style="list-style-type: none"> • At least 90 minute un-interrupted literacy block, adapt to all instruction. • Intensity: <ul style="list-style-type: none"> ○ Academic engagement of all students ○ Explicit, systematic instruction ○ Multiple opportunities to respond to instruction ○ Immediate corrective feedback ○ Scaffold practice of new skills <p><u>Tier II Targeted or Strategic Instructional/Intervention</u></p>

	<p>reenter the basic core program may need an additional period of strategic support.</p> <ul style="list-style-type: none"> Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list. 	<p>Instruction and/or intervention that goes beyond quality Tier I instruction</p> <ul style="list-style-type: none"> Provided in small group or one-to-one Systematic and integrated instruction Provided by trained personnel Frequent and intense Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed <p>How do you know when a student needs Tier II?</p> <ul style="list-style-type: none"> When a student demonstrates lack of progress over time Poor response to group instructional procedures used in Tier I These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol <p><u>Tier III/Intensive Intervention</u> Intensive instruction – more intense, explicit and systematic than Tier II</p> <ul style="list-style-type: none"> Targeted with thorough assessment (narrow focus on specific skill deficiencies) Likely include longer intervention that may or may not include the provision of special education services Could include a different curriculum Always assess quantity of time and quality of instruction we are focusing on accelerating student learning Based on student response to the “intensity” of intervention determination may be made about referral and eligibility for special education
<p>Coaching/ Monitoring/Expert Support</p>	<ul style="list-style-type: none"> Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the Directors, Administrators, Coordinators and Teacher(s) to monitor and support the full implementation of the Essential Program Components (EPCs). <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. 	<ul style="list-style-type: none"> Teachers are trained in collaboration and meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWD

	<ul style="list-style-type: none"> ○ The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. ○ Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. ○ Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. ○ Participation in Modules 2 and 3 of the Administrator Training Program. ○ Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. 	<ul style="list-style-type: none"> ● Use of Robert Manzano’s iObservation Protocols to provide teachers weekly instructional feedback.
<p>Improvement of Instructional Program</p>	<ul style="list-style-type: none"> ● Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention ● Implementation and monitoring of standards-based IEP. ● Training in effective communication with teachers, parent, and community stakeholders about implementation of instructional materials. ● Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. ● Coaching for the administrators to fully implement 	<p><u>Tier I –</u></p> <ul style="list-style-type: none"> ● Afterschool ● Classroom observation and teacher support ● Parent collaboration, support, partnership ● Coaching provided for administrators through Leadership Training and monitoring of each teacher through: ● Quarterly Benchmarks ● Ongoing Study Island ● The Foresight Assessment ● Vocabulary Journey Assessments ● Success For All Program

	<p>the various EPC objectives.</p>	
<p>Assessments/ Monitoring</p>	<ul style="list-style-type: none"> • Full implementation means that the district provides and supports an easily accessible electronic data management system (POWERSCHOOL), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. • Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), 	<ul style="list-style-type: none"> • Easily accessible electronic data management system (POWERSCHOOL), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • Ongoing monitoring, data analysis of student data to assist with identification of student levels, needed support, intervention and acceleration.

	<p>and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials. • For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	
<p>Professional Development/ Protocols</p>	<ul style="list-style-type: none"> • Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. • The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. • Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, 	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • The development of the faculty and staff is of primary importance to the Monseñor Oscar Romero Charter School community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example Monseñor Oscar Romero Charter School recognizes that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken in during the 2012-2013 school year, and every year thereafter to increase professional development for leadership and staff. Monseñor Oscar Romero Charter School

	<ul style="list-style-type: none"> • advanced/benchmark and struggling strategic learners; • curriculum Framework language and the Academic Content standards addressed in the materials; • the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; • protocols for collaborative data conversations; and • the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and • use research-based practices to plan and deliver instruction to meet varying student needs. <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered 	<p>recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.</p> <p><u>Continuous Professional Development</u></p> <p>The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies. The school will adopted an instructional model that focuses on the following strategies:</p> <ul style="list-style-type: none"> • collaborative learning • writing to learn • literacy groups Quarterly Benchmarks • Ongoing Study Island • The 4sight Assessment • Vocabulary Journey Assessments • Achieve3000 • Success For All Program • questioning strategies • scaffolding texts • academic classroom talk • Direct Instruction
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	<p>intervention.</p> <ul style="list-style-type: none"> • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support, and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. • The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. <p>Some practicum activities might include: Use of the SBE adopted grade four through seven intensive intervention instructional materials along with the basic core program.</p>	<p><u>Partnerships for Professional Development</u></p> <ul style="list-style-type: none"> • In order to support the teachers in the implementation of these strategies the school will scheduled professional development time for its teachers each on a bi-weekly basis. • Every professional development session will focus on one particular strategy as outlined in the Monseñor Oscar Romero Charter School instructional model. • The goal is to provide each teacher with coaching and support for effective instructional delivery. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver, and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge
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	<p><u>Intervention.</u></p> <ul style="list-style-type: none"> • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<p>and implementation.</p> <ul style="list-style-type: none"> • Training on RtI2 including support on providing tiered support • Teachers the necessary information regarding the particular strategy being presented so as to allow the teacher to develop a confident and efficacious use of the strategy in the classroom. Once one strategy has been competently adopted the professional development meetings shift their focus on to a different strategy. <p>Refer to Professional Development Schedule</p>
SMART Goal setting	Setting SMART goals in every classroom.	<ul style="list-style-type: none"> • Evidence on lesson plans and information boards.
PD ELD	As Per Schedule.	

<p>PD English Learners</p>	<p>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <p>Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</p> <p>Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using ELD materials focused on building English language skills through SBE-adopted materials.</p> <p>Students performing at CELDT Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a RLA course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.</p> <p>For districts using the 2008 SBE-adopted RLA/ELD: At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3). For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).</p>	<p>1. a b MORC has incorporated an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> • Ongoing measurement of each LEP student's progress toward English language proficiency, through the use of ELD portfolios. • Use of Voyager Journeys and the Success for All (SFA) EL components to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Monseñor Oscar Romero Charter School receives Title III funds .. These funds are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <p>d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. Leadership Team, and Parent Advisory Committee provides leadership for our EL students.</p>
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What the school does well:

- The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally.
- The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.
- The teaching staff **at Monseñor Oscar Romero Charter School** is enthusiastic, committed and passionate about the school's mission. They want the best for their students.
- The school's administrator and executive director are knowledgeable, reflective and know their school. They have worked well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement).
- The school has put in place several benchmarking assessment programs and is continuing to make progress in the collection and analysis of student achievement data based on those assessments used to guide data-driven instruction.
- **Monseñor Oscar Romero Charter School** has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.
- The school's governing board is made up of knowledgeable and well-qualified people who hold diverse skill sets needed in leading our school.
- The school has very sound fiscal practices and has been able to manage resources and enrich student learning.

Monseñor Oscar Romero Charter School has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any innovative school. Relevant challenges and key accomplishments in each program area are described below.

FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS:

Monseñor Oscar Romero Charter School actively engages families and the community in the life of the school, and students engage in service to the community.

Key Accomplishments:

- The school has established and received funding for an after school Monseñor Oscar Romero Service Club. School-wide service days occur every other month, giving all students access to frequent and meaningful community service opportunities. Monseñor Romero Club-Community Service/Community Engagement Club. Students receive leadership opportunities and are provided

leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the Monseñor Oscar Romero commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club has monthly community clean-ups.

- The school administers regular parent and student satisfaction surveys, and uses the collected data to reflect on and improve school practices.
- Parent participation in school events ranges from 80-90% in attendance. This success is attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.

TECHNOLOGY INTEGRATION:

By implementing technology imbedded in the curriculum, **Monseñor Oscar Romero Charter School** ensures that students learn computer skills while pursuing academic goals.

Key Accomplishments:

- The Enhancing Education through Technology Grant has supported the installation of computers in every classroom in at least a 1:3 computer to student ratio in the classrooms. Schoolwide, the ratio is 1.3 students to each computer.
- In addition to computers in each classroom, students at **Monseñor Oscar Romero Charter School** have access to two (2) complete computer laboratories. This includes a technology laboratory in a classroom with a 1:2 ratio. The other laboratory is mobile and can be taken into the various classrooms. Therefore, schoolwide technology has a 1:3. The 7th grade mathematics and science classroom have a 1:1 student ratio.
- The school has successfully managed an E-Rate process
- Key technology applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications including graphic design.
- 100% of students complete digital portfolios each year.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- All elective classes: Reading, Communications, and Technology – are fully technology integrated, and those teachers regularly collaborate to design integrated, thematic, technology-based projects.
- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and

flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.

- **Achieve3000** believes that the key to unlocking the potential of all learners is literacy. By reaching and teaching *all* kids at their individual reading levels, and constantly challenging them to achieve the next level of success, teachers are making literacy breakthroughs every day. With Achieve's differentiated online instruction, students are doubling to tripling expected Lexile/reading gains in a single year.
- Success For All- *Success for All (SFA)*® is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.

SMALL LEARNING COMMUNITIES:

Students have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

Key Accomplishments:

- Students have a true sense of commitment and ownership of the school, as evidenced by **Monseñor Oscar Romero Charter School**'s average attendance rate of 95%.
- Teachers collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom learning walks to keep the conversations focused on student needs.

INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:

Students explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

Key Accomplishments

- All teachers have designed and implemented capstone projects.
- 100% of students have participated in interdisciplinary projects with a focus on community service

CULTURALLY-RELEVANT INSTRUCTION:

Multicultural literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students' lives. The background and culture of **all** students is respected and valued.

Key Accomplishments:

- All teachers are trained in culturally responsive instructional practices.
- Parent and student surveys are used to examine their needs and satisfaction with the school, and to improve instructional practice.

RESEARCH-BASED PRACTICES:

Monseñor Oscar Romero Charter School uses curriculum and instructional strategies founded on proven practices. *Authentic assessments* are used to judge student achievement beyond traditional evaluation instruments. Professional development includes *teacher, staff and community coaching* to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Key Accomplishments:

- Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states "... research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time." Use of these three general characteristics of effective teaching are articulated in the framework presented:
 1. Use of effective instructional strategies
 2. Use of effective classroom management strategies
 3. Effective classroom curriculum design
- Use of iObservation, an active online teacher observation that includes segments in the following: routine events, enacted on the spot, and interacting with knowledge. In each segment there are 2 to 4 design questions that support effective teaching. These questions range from student behavior, teacher management support, organizing students for learning, using scales/ranges and communicating individual

- and group goals. Deepening knowledge, understand and helping student with “new knowledge” strategies and their outcomes is another facet this program. Another component and key in classroom management are routines and structures.
- **Monseñor Oscar Romero Charter School** was commended for training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.
 - More generally, the evaluators stated that the governing board at **Monseñor Oscar Romero Charter School** has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for EL students.

Marzano Protocol Professional Development: The Leaders of Learning Program

Supervise and Support Effective Teachers in Every Classroom

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

1. Marzano Observation and Feedback Protocol
2. **Inter-rater reliability** for observers
3. Constructing **effective feedback**
4. Analyzing data on teacher practice for trends and patterns
5. Collecting data to convene collegial conversation
6. Connecting teacher practice to student achievement

**Monseñor Oscar Romero Charter School
iObservation Certification Process
AKA iObservation Implementation Plan 2017 – 2018**

Content Specific	<i>Pacing Plan: Teachers with 4+ years of teaching experience</i>
August – October	New Knowledge
November – March	Deepening Knowledge
April – June	Generating and Testing Hypotheses
Routines	
August/September	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
October – December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective Relationships
Content Specific	<i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i>
August – January	New Knowledge
February - May	Deepening Knowledge
Routines	
August - January	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective Relationships

- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, **Monseñor Oscar Romero Charter School** students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school, the longer students are at **Monseñor Oscar Romero Charter School**, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.
- The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Professional Development days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The

professional development calendar is created ahead of time in alignment with key instructional initiatives.

- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.
- All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.
- The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains on the Gates-MacGinitie reading assessments.
- Demonstrating continued growth on Smarter Balanced assessments, **Monseñor Oscar Romero Charter School**.

STUDENT ACHIEVEMENT

Monseñor Oscar Romero Charter School has maintained clear and high expectations for its students and their academic achievements. The benchmarks set forth for renewal in the original petition (below) have been met pursuant to AB 1137, which requires Monseñor Oscar Romero Charter School to satisfy *at least one* of the following student outcome goals:

Monseñor Oscar Romero Charter School's achievement data and performance in comparison to similar and local schools.

OTHER KEY ACCOMPLISHMENTS

- Attendance: **Monseñor Oscar Romero Charter School** has an average attendance rate of over 95%.
- ELL Redesignation/Reclassification: **Monseñor Oscar Romero Charter School's** has effectively redesignated over 46% of English Language Learners school-wide.

Monseñor Oscar Romero Charter School is committed to training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.

More generally, the evaluators stated that the governing board at **Monseñor Oscar Romero Charter School** has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for English Learners students.

As a result of intensive reading instruction and effective strategies through the use of internally developed and implemented strategic plans and the use of the Effective Instructional model **Monseñor Oscar Romero Charter School** students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. As demonstrated in the data tables, the longer students are at **Monseñor Oscar Romero Charter School**, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.

The school provides continuous professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.

CA Common Core State Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom. All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used

together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.

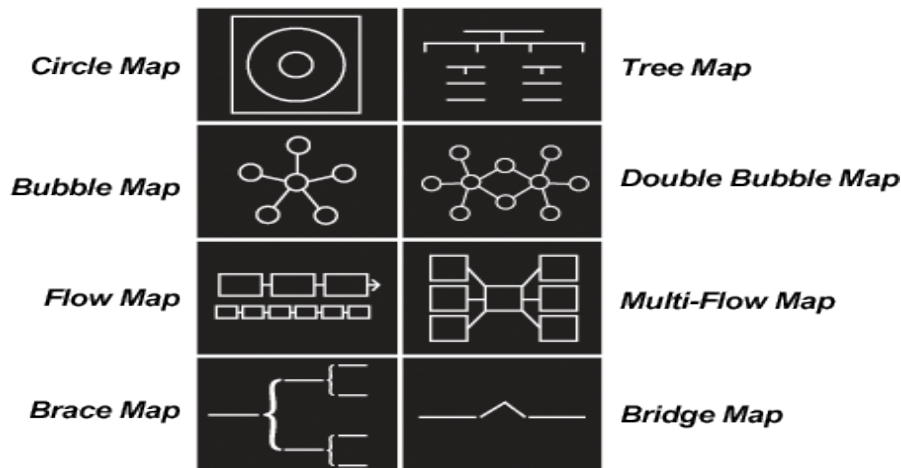
During July, August and September Lead Teachers worked on developing instructional material, pacing guides and integration of programs in Advisory, and Mathematics. Every teacher attended a Special Education Conference in Pasadena, to provide for students with special needs.

Step Three: Identify Achievement Goals and Key Program/Improvement Strategies that Align with the District LEA Plan

Schoolwide Strategies Goals

Monseñor Oscar Romero Charter School:

Underlying the three week intensive teacher training in-service was provided on Pacing Plans which were developed for each Content Area, key Hallmarks of the Teaching Frameworks based upon Robert Marzano's, "Art and Science of Teaching", Thinking Maps, SADIE Strategies and strategies for effective instruction in mathematics. The use of assessment instruments to review data and align the findings to California Standards and ensure student mastery of content area standards and objectives. The following include the eight (8) Thinking Maps used in each classroom.



Using Data to Guide Intervention

Students are assessed on a quarterly basis to monitor academic progress. Teachers use NWEA, SFA and other assessments to measure growth. All questions are in Smarter Balanced format and are specifically designed to meet the California Common Core State Standards and NEXT Generation for Science. Using

the results, students are grouped based on the level of intervention required. **Monseñor Oscar Romero Charter School** uses the Response to Intervention Pyramid as the model for intervention design. Students are grouped into the following 3 groups:

Tier 1- Universal Intervention- 90% of our students fall under this category and the intervention can be provided as a whole large group.

Tier 2- Small Group Intervention- 5 to 10 percent of our students fall under this category. These students receive the Universal Intervention and in addition would receive small group intervention after school or Saturday School.

Tier 3- Intensive Intervention- 1 to 2 percent of our students placed in this category receive the aforementioned intervention as well as individual assistance provided by the resource teacher. Most, if not all of these students receive special education services.

Strategies for English Learners

The results of Smarter Balanced testing reflect an overall need to continue strategies for English Learners, emphasis in reading comprehension, and writing. Another area of focus was on strategies in Mathematical skills to be used in both Algebra Readiness and Algebra. In addition to the schoolwide strategies described below, it is expected that the Thinking Maps strategies will have great impact for the English Learner Sub-group, as will the Hands-On Equations tools, described below.

The Thinking Maps materials have include Path to Proficiency, designed to provide adaptations and extensions in the use of Thinking Maps to assist teachers in building bridges to academic excellence and success for English Language Learners. The EL specific materials that will be implemented in the Spring of 2012. See <http://www.thinkingmaps.com/englanglearn.php>

Writing Strategies

Students write coherent and focused essays that convey well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student progress through the stages of the writing process will be focused on.

Reading Comprehension (Focus on Informational Materials)

Students read and understand grade level appropriate materials. They analyze the organizational patterns, arguments, and position advanced. The selections in Recommended Literature outlined by the California Department of Education Kindergarten through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. All students need to find the love of reading.

Algebra Readiness/Algebra

Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

Specifications, which follow the examination of student data, which **Monseñor Oscar Romero Charter School** will take to improve student achievement in the area, identified as needing

improvement, including changes to curriculum, instruction, assessment, governance, and organization.

The following are also supplemental programs used to increase student learning:

- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.
- **Achieve3000 believes** that the key to unlocking the potential of all learners is literacy. By reaching and teaching *all* kids at their individual reading levels, and constantly challenging them to achieve the next level of success, teachers are making literacy breakthroughs every day. With Achieve's differentiated online instruction, students are doubling to tripling expected Lexile/reading gains in a single year.
- **Success For All- *Success for All (SFA)***[®] is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.

Hands-On Equations

The 6-8 grade teachers will be trained using the Hands On Equations in the summer of 2011. The Hands-On Equations gives students a concrete representation of the symbols and processes utilized in solving algebra problems. The symbols are represented by game pieces and a representation of a balance scale. The processes are represented by physical actions upon these pieces. As the algebra problems are solved students are actually seeing, touching and moving the pieces. The concepts are being learned at a deep bodily level. This material is produced by Borenson based on extensive research. This strategy will be targeted to the English Learner subgroup. (See <http://www.borenson.com/>)

Step Four: Define Timelines, Personnel Responsible, Proposed Expenditures, and Funding Sources to Implement the Plan

For each goal set, specific actions to be taken to accomplish the goal, dates by which actions are to be started and completed, persons responsible, expenditures needed to implement the action, and each funding source budgeted for the goal.

Planned Improvements in Student Performance in the SPSA template provides for the recording of:

- School goal(s)
- Student groups that will participate in each goal
- Anticipated annual performance growth for each group
- Group data to be collected to measure academic gains
- Process for evaluating progress toward this goal
- Action steps to be taken to reach a school goal
- Start and completion dates for each action
- Personnel involved
- Proposed expenditures and estimated costs for each action
- Breakdown of funding source for each action

Provide an effective means of achieving the purposes of the program funding source

- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Do not fund services already required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

The list above addresses the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures. For more information on this subject, see the U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues Web site at <http://www2.ed.gov/programs/titleiparta/fiscalguid.doc> (Outside Source).

Step Five: Recommend the SPSA to the Local Governing Board

The SPSA will be presented for approval by the **Monseñor Oscar Romero Charter School** governing board for approval. This SPSA provides a format for recommending the proposed SPSA to the board and for giving assurance that the SSC:

- Is properly constituted
- Reviewed its legal responsibilities
- Sought input from applicable school advisory committees
- Reviewed the content requirements for all programs included

- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the local governing board for review

Step Six: Implement the Plan

Tools to Support Monitoring of Data-Driven Instruction at **Monseñor Oscar Romero Charter School** include the following and use several information systems to support the operations. The primary systems are:

- PowerSchool - Student Information System (SIS), communication tools linking teachers and parents. Parents are trained and provided support on using the information posted.
- Data Director – student performance database and reporting tool
- 3 N Communication System – communication tool linking teachers and parents, this system allows **Monseñor Oscar Romero Charter School** to communicate with all our parents at once.
- Google Apps – open platform for deployment of teacher and student web tools
- Teachers also have an individual website-internet.

The main Student Information System (SIS) used at **Monseñor Oscar Romero Charter School** is PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.

Data Director, previously described, is the primary data store for longitudinal data for every student. The annual Smarter Balanced scores have been and will be combined with the formative and summative assessment developed by the teachers to provide a rich set of indicators to monitor with. The benchmark test questions are aligned with the state standards.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are not as expected, the Directors, Administrators works with the **Monseñor Oscar Romero Charter School** Advisory instructor and parent to discuss these questions:

How are performance targets and activities based on student performance and factual assessment of current educational practice?

- How educationally sound is our plan to help reach the targets?
- How timely and effectively is our plan being implemented?
- If the plan has not been implemented as written, what were the obstacles to implementation?
- What are the options in regards to recommended changes?
- How will these changes be measured?

Standardized Curriculum Pacing Plans

All **Monseñor Oscar Romero Charter School** faculties developed and are in the process of implementing curriculum guides (pacing guides) aligned to the California State Standards. The curriculum guides allow **Monseñor Oscar Romero Charter School** to set concrete goals for content mastery. For the 2017-2018 school year, the Directors, Administrators, and Coordinators evaluate teacher lesson plans and their pacing guides as presented. An ongoing process of our **Monseñor Oscar Romero Charter School** iObservation online teacher collaboration tools is also used to ensure an alignment of what is planned and what is implemented in the classroom; as well as is instruction working. This web-based instrument ensures that a standard format is used by all of the teachers, and also provides greater information for the parents to monitor their child's academic progress.

The pacing guides, together with collected data and evaluations will guide teacher in specific teaching and re-teaching opportunities to ensure student mastery of content. Furthermore, the use of the **Monseñor Oscar Romero Charter School** Advisory has developed and fosters students' habits of mind to attain academic achievement, Standard Schoolwide Instruction Strategies

The new 2017-2018 Faculty and school leadership team have collaborated to designate these academic strategies for the school year:

- Application of the 8 Thinking Map maps in all subjects and grade-levels
- Use of the Hands-On Equations strategies to enhance the Algebra Project strategies of in the Algebra and pre-Algebra curriculum.
- Standardized School-wide Academic Focus: Reading, Writing, and Mathematics (Essential skills are linked and integrated)
- Reading content includes high interest reading (i.e. popular culture, music, current events, etc.)
- Frequent and ongoing formative assessment data identifying emerging areas of need
- Development of an Individual Learning Plan for each student in collaboration with parents to set academic goals for the year
- Promote independent reading, and monitor reading comprehension through Reading Logs, responding in writing to what has been read, and continued support in achievement
- Grade-reporting and portfolio conferences

Weekly Academic Self-Reflections is among these strategies **Monseñor Oscar Romero Charter School** will use the following as outlined in Course Descriptions:

Key Assignments

- Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, primary documents, case studies, etc.
- Written exams in addition to multiple choice/True-False exams

- Students will also write a report that critically examines a major event in the areas they are studying. This assignment is equivalent to a term paper. In this project, students will need to use both primary and secondary sources. This project will consist of a 5-7 page report, with a bibliography including six sources.

4. How will Staff be Prepared for the Action Steps?

The development of the faculty and staff is of primary importance to the **Monseñor Oscar Romero Charter School** community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, **Monseñor Oscar Romero Charter School** recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps were taken in 2006-2007 and every year thereafter to increase professional development for leadership and staff. **Monseñor Oscar Romero Charter School** has had the good fortune of receiving professional development funding from NCLR (National Council of La Raza) in every year of operations. However, the school recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.

Continuous Professional Development

The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies. For 2017-2018, the integration of effective instructional strategies were emphasized.

Monseñor Oscar Romero Charter School has adopted an instructional model that focuses on the following strategies:

- collaborative learning
- writing to learn
- literacy groups
- questioning strategies
- scaffolding texts
- academic classroom talk
- Direct Instruction
- Use of technology

Partnership for Professional Development to enhance opportunities for all stakeholders.

Many of the **Monseñor Oscar Romero Charter School** Professional Development components have been made possible via our partnership with NCLR. For 2017-2018, the new **Monseñor Oscar Romero Charter School** Directors and school leadership have received coaching via the NCLR National Leaders in Education Institute and the internal Leadership Training. The best practices observed via this program will guide the Directors and Leadership in providing

professional development of the entire faculty via the weekly meetings available on Monday's early dismissal schedule.

Every professional development session focuses on one particular strategy as outlined in the **Monseñor Oscar Romero Charter School** instructional model. The goal is to provide the teachers the necessary information regarding the particular strategy being presented so as to allow the teacher to develop a confident and efficacious use of the strategy in the classroom. Once one strategy has been competently adopted the professional development meetings shift their focus on to a different strategy. For 2017-2018 **Monseñor Oscar Romero Charter School** continues with the strategy of have recognized experts work with the support provided to Directors and Leadership team to fully implement the instructional strategies, such as with English Learners, increasing vocabulary skills, providing effective instructional strategies such as, Thinking Maps, Data-Driven Instruction, Success For All program, Study Island and Achieve3000 and other supplemental materials.

Another main component of the teacher induction process is the **Monseñor Oscar Romero Charter School** Teacher Summer Preparation session. This is a two week in-service that is teacher led and serves as an orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the **Monseñor Oscar Romero Charter School** instructional model and workshops are presented by **Monseñor Oscar Romero Charter School** administration and veteran teachers. New teachers are also paired with a Mentor Teacher for support and coaching.

All **Monseñor Oscar Romero Charter School** teachers take part in the weekly teacher meeting that focuses on operations and instruction. These meetings are held every Monday from 2:30 p.m. to 4:30 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards strengthening of instructional strategies.

Monseñor Oscar Romero Charter School provides trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators, coordinators, and staff will participate in the training process to identify activities that will be provided:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Instructional leadership with educational skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional Staff Development Plan is Aligned with NCLB/ESSA

Staff professional development is aimed at closing the achievement gap. Orientation begins three weeks before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other.

All teachers attend professional development in-services offered by the administration once a month. Faculty meetings are held on designated Mondays from 2:30 pm until 4:30 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. **Monseñor Oscar Romero Charter School**' Block Schedule allows for teacher to prepare, observe other classrooms, research, and work on individual student plans.

Teachers have the opportunity to review benchmarks, assessments, progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs.

Staff is encouraged to attend workshops and professional development seminars throughout the year. In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and is an opportunity for teachers to collectively reflect and assess individual student academic achievement. These faculty meetings and in-services are facilitated by experienced staff members, educational consultants or professional experts. Staff development is models the quality of teaching that occurs at **Monseñor Oscar Romero Charter School** and assist teachers with planning and implementing a rigorous curriculum that is research-based and aligned to the California State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

Collaboration and Integration

Monseñor Oscar Romero Charter School also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. **Monseñor Oscar Romero Charter School** ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

The **Monseñor Oscar Romero Charter School** administration is responsible for implementing and evaluating the activities included in the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff;

purchasing materials and equipment; and accounting for project funds. The administration also supports the planning process by providing training and information applicable advisory groups.

Step Seven: Monitor Implementation

How Progress will be Monitored **Monseñor Oscar Romero Charter School** Assessments

The following is a sample of the kinds of standardized reports available to the school community for analysis:

- **Monseñor Oscar Romero Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data.
- Smarter Balanced Test Results will be mailed to our school, and in turn **Monseñor Oscar Romero Charter School** mails individual data results home to the student's parents. Parents and others can also access school data by using the California Department of Education website.
- Each Advisory instructor reviews the Smarter Balance data with each student during advisory classes. Classroom teachers review the data with parents during Parent-Teacher conferences.
- Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.
- Curriculum Embedded Assessments: quarterly teacher/ department tests.
- CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
- On the department level, teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student performance.
- Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress twice a year. Twice a year parents are provided report cards directly during parent conferences. Parents may contact teachers or meet with Advisory Advisor on a regular basis.
- PowerSchool/Illuminate provides telephone and internet communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

State Assessments

As is required by the California Department of Education, students will also participate in the Smarter Balanced and all other mandated accountability programs (CELDT/ELPAC, etc.).

Monseñor Oscar Romero Charter School will meet all statewide standards and conduct the

pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings. If the **Monseñor Oscar Romero Charter School** issues the state assessments independently of the District, **Monseñor Oscar Romero Charter School** will grant authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Staginess, author of *Student Involved Classroom Assessment*, 3rd ed., 2001. Staginess' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

In the context of the assessments described above, **Monseñor Oscar Romero Charter School** will allow teachers to generate standards-based assessments, and upload and analyze data in real time. Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will **Monseñor Oscar Romero Charter School** become complacent with the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Student interaction with teachers around data is a vital component of **Monseñor Oscar Romero Charter School** will assist in the qualitative assessment will assist in the qualitative assessment of student growth in relation to the school goal of establishing a college-going culture.

Gauging Effectiveness

The reports available via PowerSchool/Illuminate support the oversight of the school via the review of data between different stakeholder groups. This was coordinated as part of the school's WASC accreditation process/Cambridge Review. All stakeholders groups have been involved in the preparations for the final Cambridge Review conducted during the month of December.

These stakeholder groups reviewed the school performance data in the Summer and Fall of 2017:

- School Leadership
- **Monseñor Oscar Romero Charter School** Faculty Committee

- **Monseñor Oscar Romero Charter School** Executive Board
- **Monseñor Oscar Romero Charter School** Parent Advisory Committee

The conclusions made by these group reviews have been incorporated into reports needed for monitoring.

Mid-year Changes to the SPSA

Any of the following factors may indicate a need to amend the SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk of not meeting achievement goals
- Staff, equipment, or materials essential to the plan cannot be procured (e.g., unfilled positions, or materials that could not be supplied)
- Material changes occur that affect the academic programs
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents, or students

All revisions must be approved by the **Monseñor Oscar Romero Charter School's** governing board.

Continue the Cycle

Monseñor Oscar Romero Charter School will continue to evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

The following questions will be address should the SPSA fail to achieve expected results:

- How well are school goals based on assessed student performance and a verifiable assessment of current educational practice at the school?
- How educationally sound is the plan as a means of reaching student achievement goals?
- Was the plan implemented in a timely and effective manner?

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

<p>SCHOOL GOAL # _1_</p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Increase English Language Arts Proficient and Advanced score by 5 points for English Learners.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students’ grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group:</p> <p>An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Monseñor Oscar Romero Charter School: Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data.</p> <p>Smarter Balance Test Results will be mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student’s parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website.</p> <p>Each Advisory instructor reviews the individual data with each student and with parents during Parent-Teacher conferences.</p> <p>Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student’s academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.</p>	<p>Data to be collected to measure academic gains:</p> <p>Monseñor Oscar Romero Charter School uses several information systems to support the operations. The primary systems are:</p> <p>PowerSchool/Illuminate - Student Information System (SIS)</p> <p>Teleparent – communication tool linking teachers and parents</p> <p>School web-site with school focused collaboration tools</p> <p>Google Apps – open platform for deployment of teacher and student web tools</p> <p>The main Student Information System (SIS) used at Monseñor Oscar Romero Charter School is PowerSchool/Illuminate. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.</p>

<p>Curriculum Embedded Assessments: quarterly teacher/ department tests.</p> <p>CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <p>API, the Academic Performance Index, is determined by the state. Our students' scores on the Smarter Balance and additional demographic statistical information are used by the state to determine our</p>	<p>Benchmarks, teachers' assessments and other identified results.</p>
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<p>strategies, and post-reading applications of understanding for every reading presented to students in their content area classes.</p> <p>e. Use of Thinking Maps, and effective instructional strategies for English Learners.</p>	<p>Directors, Administrators, Coordinators, All teachers</p>			
<p>Use of standards-aligned instructional materials and strategies:</p> <p>We have adopted the use of grade level novels using the California Reading List as a guide.</p> <p>An independent reading program that uses exile scores for appropriate reading assignments, monitoring, and reading comprehension will be used.</p> <p>Monseñor Oscar Romero Charter School is in the process of reviewing various on-line programs.</p> <p>Independent reading materials that use lexile scores for appropriate reading assignments, scores for appropriate reading assignment, monitoring, and reading comprehension will be purchased.</p>	<p>Directors, Administrators, Coordinators, and teachers</p> <p>(already adopted)</p> <p>Directors, Administrators, English Language Arts teachers</p> <p>Directors, Administrators/ All teachers</p>	<p>Additional books and teaching resources</p> <p>Novels and teaching guides</p> <p>1. Program 2. Libraries 3. Quizzes</p>	<p>\$1,500</p> <p>\$3,000</p> <p>\$10,000</p>	<p>General Fund Title I Other</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased access to technology:</p> <p>The computer lab will be available to students during lunch and after-school for access to the Reading program. (Computer have been ordered)</p> <p>An electronic assessment program that provides lexile scores and language arts diagnosis will be used to better assist students in increasing reading comprehension, and vocabulary.</p> <p>A data management system that analyzes state test results will also be available for staffs' teachers. (Periodic Assessment Scoring System)</p> <p>Information related to attendance and student performance will be used (POWERSCHOOL/Illuminate, a web-based educational software program).</p> <p>Collaboration with parents in their child's attendance and academic progress by ensure that they have access to their child's grades, homework assignments and general attendance information using POWERSCHOOL/Illuminate.</p>	<p>Executive Director, Directors, Administrators , Coordinators, all teachers and staff</p>	<ol style="list-style-type: none"> 1. Reading 2. Computers 3. Server 4. Support software 5. Training for each program 	<p>\$5,000</p>	<p>General Fund Title I Other</p>

<p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teachers participated in 2 days of professional development during the summer 2017-2018 focused on literacy throughout the curriculum. All students are leveled according to their instructional levels and are taught accordingly.</p> <p>Every student is enrolled in a reading elective during their first period of the day.</p> <p>Each 10 weeks students are assessed to determine mastery levels and have the ability to move to a higher reading level if it is appropriate to do so.</p> <p>Presently teachers use the six traits of writing rubric. Teachers will receive training in a writing program once it is selected. It will be a program that has been proven to be effective in increasing ELL student's literacy.</p> <p>In addition, teachers presently work collaboratively each week during the school's professional development day to problem-solve together and share strategies for successfully working with low performing students.</p> <p>Administrators and teachers will also receive ongoing training on strategies used in research-based reading development methodology.</p> <p>Teachers will also receive training on the effective use of the standards based curricular materials adopted.</p>	<p>Directors, Administrators , Coordinators, and teachers</p> <p>Language arts teachers</p> <p>Directors, Administrators , Coordinators, and teachers (ongoing)</p> <p>Directors, Administrators , Coordinators, and teachers (ongoing)</p> <p>Language Arts teachers</p>	<p>Summer training</p> <p>ELL training</p> <p>Quarter (SFA) professional development by literacy consultant</p>	<p>\$3,500</p> <p>\$2,700</p> <p>\$8,000</p> <p>\$2,100</p>	<p>General Fund Title I Other</p>
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<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher lead together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading specialist, etc.</p> <p>All students are assigned a faculty advisor through Monseñor Oscar Romero Charter School’s Advisory model. The model allows teacher’s to more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p>	<p>Directors, Administrators , Coordinators, and teachers, parents</p>	<p>Information provided on school schedule</p>	<p>\$10,000</p>	<p>General Fund Title I Other</p>
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<p>Auxiliary services for students and parents (including transition into high school):</p> <p>Monseñor Oscar Romero Charter School has provide a week of summer bridge program for incoming 6th grade students. The summer bridge program will provide students with a tool kit and mentoring on Monseñor Oscar Romero Charter School expectations, mission, vision and their role as incoming students.</p> <p>Curriculum will be used to assess their levels in English Language Arts/Reading and Mathematics. Teachers who will be assigned as their advisors will be available from the beginning.</p>	<p>Directors, Administrators , summer bridge teachers</p>	<p>Summer session salaries</p>	<p>\$3,500</p>	<p>General Fund Title I Other</p>
<p>Monitoring program effectiveness:</p> <p>The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data and appropriate adjustments will be made as indicate by the data. In particular, assessments will be utilized four times a year to assess each student’s progress toward mastery of the standards for reading. The Directors, Administrators and teachers will have at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p>	<p>Directors, Administrators , Coordinators, and teachers</p>	<p>Five days of data analysis</p>	<p>\$3,500</p>	<p>General Fund Title I Other</p>

<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher Advisor together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading coach, etc.</p> <p>All students are assigned a faculty advisor through Monseñor Oscar Romero Charter School ’s Advisement model/Advisory</p> <p>The model allows teacher’s to more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, POWERSCHOOL/ Illuminate and conferences (Individual, group, etc.)</p>	<p>15% of Title I funding</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Monseñor Oscar Romero Charter School will provide a week summer bridge program for incoming students.</p>	<p>Directors, Administrators, summer bridge teachers</p>	<p>Summer session salaries</p>		<p>General Fund Title I Title III Other</p>
<p>8. Monitoring program effectiveness:</p> <p>The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data and appropriate adjustments will be made as indicate by the data.</p> <p>In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student’s progress toward mastery of the standards for reading.</p> <p>The Directors, Administrators and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p> <p>Directors and Administrators will hold ongoing data conferences with every teacher for an opportunity to have them reflect and goal setting.</p>	<p>Directors, Administrators, Coordinators, and teachers staff</p>	<p>Five days of data analysis</p> <p>Setting of benchmarks, timelines</p> <p>Development of protocols for assessments</p>	<p>\$3,500</p>	<p>General Fund Title I Title III Other</p>

<p>Targeting services and programs to lowest-performing student groups:</p> <p>All students scoring far below basic and below basic on the SMARTER Balanced language arts test will receive extra help through an after-school reading intervention program.</p>	<p>After school tutors</p>	<p>Tutor's salary</p>	<p>21st Century Grant</p>	<p>General Fund Title I Title III Other</p>
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<p>Any additional services tied to student academic needs:</p> <p>Homogenous flexible groupings are used to group students for differentiated reading instruction. Data from the Smarter Balanced test, 4Sight, Study Island, are used to create these groups.</p> <p>Project based learning activities will be a central focus to our unit development and community based projects will increase students' connection from home to school. Students working on a project for community services and as part of their culminating grade.</p> <p>Meeting the Needs of All Students "Individualization." Administering a program of individualized instruction has proven to be the most effective method in meeting the needs of Monseñor Oscar Romero Charter School 's expected student population to ensure academic success.</p> <p>Monseñor Oscar Romero Charter School will monitor and ensure continuous improvement of all students, including those who may have fallen below grade level and those who have either met or exceeded grade level expectations, through the use of Personalized Education Plans</p>	<p>Directors, Administrators, Coordinators,</p> <p>Teachers</p> <p>All Staff</p>	<p>Teacher stipends for before school and after school student support, extra duty to review data and develop and implement effective strategies.</p> <p>Monitoring of student results, moving students forward.</p> <p>21st Century Tutor</p>	<p>\$8,000</p> <p>Grant Allocation</p>	<p>General Fund Title I Title III Other</p>
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Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

<p>SCHOOL GOAL # <u>1</u> <u>B</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase Mathematics Proficient and Advanced score by 5 point for English Learner sub-group.</p>	
<p>Student groups and grade levels to participate in this goal: All students’ grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Monseñor Oscar Romero Charter School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER BALANCED data. • SMARTER BALANCED Test Results are mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student’s parents. Parents and others can also access SMARTER BALANCED school data by using the California Department of Education website. • Each Advisory instructor reviews the STAR data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student’s academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/ department tests. • CELDT-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. <p>API, the Academic Performance Index, is determined by the state. Our students’ scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Monseñor Oscar Romero Charter School uses several information systems to support the operations. The primary systems are: • PowerSchool - Student Information System (SIS) • Data Director – student performance database and reporting tool • 3N– communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Monseñor Oscar Romero Charter School is PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers’ assessments and other identified results.

Adequate Yearly Progress.	
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Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<p>SCHOOL GOAL # <u>2</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.</p>	
<p>Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Monseñor Oscar Romero Charter School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. • Smarter Balanced Test Results are mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website. • Each Advisory instructor reviews the STAR data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/ department tests. • CELDT-- the California English Learners Development Test is another standardized test generated by the state to look at the 	<p>Data to be collected to measure academic gains: Monseñor Oscar Romero Charter School uses several information systems to support the operations. The primary systems are:</p> <ul style="list-style-type: none"> • PowerSchool /Illuminate- Student Information System (SIS) • Data Director – student performance database and reporting tool • 3N – communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Monseñor Oscar Romero Charter School is PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers' assessments and other identified results.

<p>progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <ul style="list-style-type: none">• API, the Academic Performance Index, is determined by the state. Our students' scores on the SMARTER BALANCED and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.	
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Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.								
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant; Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b Monseñor Oscar Romero Charter School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> • Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios. • Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Monseñor Oscar Romero Charter School receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>AMAO's</th> <th>Measurable Goals</th> </tr> </thead> <tbody> <tr> <td> Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level. </td> <td> Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Monseñor Oscar Romero Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services. </td> </tr> <tr> <td> Progress in the percentage of students who become proficient in English. </td> <td> Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level. </td> </tr> <tr> <td> Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above </td> <td> Monitor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly) </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Monseñor Oscar Romero Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Monitor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)
	AMAO's	Measurable Goals								
	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Monseñor Oscar Romero Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.								
	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.								
	Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Monitor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)								
	<p>d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</p>									

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>R e q u i r e d A c t i v i t i e s</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>meeting the annual measurable achievement objectives described in Section 3122;</p> <p>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</p> <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</p> <p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>Monseñor Oscar Romero Charter School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios, incorporations of Thinking Maps, and effective Instructional strategies.</p> <p>Use of SFA, Vocabulary, 4Sight, and other materials to assist EL students.</p> <p>Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p> <p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.</p>

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <ul style="list-style-type: none"> • The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects 	<ol style="list-style-type: none"> 1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students. 2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.
<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>The Directors, Administrators, Coordinators, and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English Language proficiency and their mastery of content standards.</p> <p>Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No No	If yes, describe:
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Monseñor Oscar Romero Charter School will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: High Point will be used as an ELD program and an intervention program for our students scoring below basic on the SMARTER BALANCED test. An ELD based writing program will be implemented school-wide. (In progress) The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: <ul style="list-style-type: none">• Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.• The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.

<p>Allowable Activities</p>	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>Yes or No</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe: 1. Monseñor Oscar Romero Charter School will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC)</p> <p>2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent training session on how to best support their child’s instruction at home.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <p>The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.</p>	<p>Yes or No Yes</p>	<p>If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>

<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open Advisory.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>CELDT is administered, and testing for placement within the 30 days after the beginning of the school year.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>EL families are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the CELDT, 3) their child’s progress in meeting California standards in academic subjects as measured by the SMARTER BALANCED tests.</p>

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
<p>Teachers’ results reflect a consensus that they are supported in instructional delivery, effective strategies, coaching, etc.</p> <p>Assessment tools are useful and results offer an insight on student progress.</p> <p>Monitoring is conducted during each course/class time in addition to Advisory/Advisory.</p> <p>Professional Development offered weekly provides resources; support and challenges can be addressed.</p> <p>Teachers and staff request additional and ongoing support in specific areas; EL’s, Mathematics, English Language Arts, etc.</p>	<p>More time to reflect and provide supplemental services.</p> <p>Continued support with effective instructional strategies.</p> <p>Continued support in effective Mathematics strategies for ELs.</p>

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

<p>SCHOOL GOAL # <u>3</u></p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> All Monseñor Oscar Romero Charter School core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. 	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Monseñor Oscar Romero Charter School student population 6th through 8th grade will be taught by highly qualified teachers.</p>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> State Mandated Tests Portfolios of written work Teacher developed assignments and assessments Oral presentations Faculty-developed rubrics Classroom Projects Year-end Capstone projects AMO's for English Language Arts and Mathematics
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Monseñor Oscar Romero Charter School will rank 6 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. Monseñor Oscar Romero Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. Monseñor Oscar Romero Charter School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will achieve an API of at least 725 prior to charter renewal. Although local elementary schools which feed into the middle schools have achieved API scores ranging from 681 to 766. It is 	<p>Data to be collected to measure academic gains:</p> <p>MÉTHODES TO MEASURE STUDENT OUTCOMES Monseñor Oscar Romero Charter School uses the following methods to assess student progress and fulfillment of instructional objectives:</p> <ul style="list-style-type: none"> School wide Quarterly Assessments, such as Gates-MacGinitie and 4Sight (see Appendix G for description), is used to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. Classroom Assessment provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams,

our hope that our students will score far beyond the minimum bar that has been set. We have great expectations for our students and we strive to score high enough on the CST to qualify to apply for the California Distinguished Schools Award Program

- **Monseñor Oscar Romero Charter School's** academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools that Monseñor Oscar Romero Charter Middle School students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal. Specifically, at least 35% of students will score proficient or above on the CST English Language Arts on average. At least 38% of students will score proficient or above on the CST Math on average. These are the average scores of the highest achieving middle school in the neighborhood, Adams Middle School.
- **Monseñor Oscar Romero Charter School's** academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.
- Students at **Monseñor Oscar Romero Charter School** will meet or exceed the outcomes identified in the No Child Left Behind Act for AYP and API (see AYP targets below), in the year prior to charter renewal or in two of the last three years prior to renewal.

essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child's progress and report cards will be sent home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Portfolios** provide students with the opportunity to reflect upon and demonstrate their learning. Students at **Monseñor Oscar Romero Charter School** documents their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a **quarterly** basis and submitted **annually** by each student.
- **Capstone Projects** at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Capstones may take the form of an exhibit, community project, or theatrical presentation. Students in the 6th grade create stops along the Silk Road, complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 7th grade stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution, compete with an analysis of the impacts on science and society. Students in the 8th grade complete a service learning project on the technology divide and its impact on freedom, equality, and democracy, conducting surveys and data analysis and creating a proposal for presentation to local authorities.

Monseñor Oscar Romero Charter School staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take

	<p>part, providing constructive critique and assessment of capstone projects.</p> <ul style="list-style-type: none"> • State Standardized Testing: Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (SMARTER BALANCED) exams.
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Planned Improvements for Professional Development (Title II)

Performance Goal 3

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • The Directors, Administrators will conduct yearly professional development needs assessment of the staff with respect to the highly qualified teacher criteria. Any professional development activities planned will be based on the determined growth areas and their relationship to each student’s mastery of state standards. • The Directors, Administrators and teachers will: 1) monitor student progress through examination of student assessment, 2) adapt existing programs and instructional methods to better meet the needs of the student population. • During weekly collaborative, cross-curricular planning times, teachers will build on the schoolwide projects and concepts that have been introduced in the weekly in-services. 	<p>Directors, Administrators, Coordinators</p> <p>Teachers (ongoing)</p> <p>Annual process</p>	<p>Professional Development</p> <p>Teacher Stipends</p> <p>Materials and Supplies</p>	<p>\$10,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The school will strive to eliminate the achievement gap by engaging in professional development activities that will enable our students to receive positive gains. Student progress will be measured using a variety of formative and summative assessments. The data obtained will yield the measures needed to guarantee that the impact to student learning is substantial.</p> <p>Faculty members use a wide variety of proven teaching strategies to support each student’s individual learning style including those identified as special education participants and English Language Learners, i.e. all staff teach using SDAIE strategies. SDAIE helps teachers deliver challenging, grade-level content within heterogeneous classrooms. Techniques may include the use of simple sentences and less use of idioms in lectures, body movement and gestures, or a series of related visual aids posted on classroom walls. These types of strategies help support all learners, which includes special education and English language learners.</p> <p>Student mastery of standards does not always take place at the same time, teachers use multi-tasked assignments to incorporate both material that has been covered and material that has not yet been covered to pre-teach and re-teach. In this way, struggling students have multiple opportunities, and a variety of avenues, to learn</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p> <p>(Ongoing)</p>	<p>Academic Consultant</p> <p>Teacher Workshops</p> <p>Teacher Materials</p>	<p>\$3,000</p> <p>\$3,000</p> <p>\$2,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>materials, review it, and master it.</p> <p>Multi-task projects, reciprocal teaching, collaborative testing reviews, and other learning apprenticeship strategies are examples of techniques that teachers use to re-teach material already taught. Meeting the needs of all students by providing multi opportunities to practice, to be challenged, to be critical thinkers, and to apply what they have learned.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The school will strategically design its professional development in a manner that will maximize student learning within the guidelines of Title II, Part A, Subpart 2 and other Federal, State and local programs.</p> <p>An ELL coordinator and literacy consultant will meet Bi-monthly with the Directors, Administrators and staff to ensure that activities chosen meet all compliance standards.</p>	<p>Directors, Administrators, ELL coordinator. Literacy consultant</p> <p>(Ongoing)</p>	<p>Categorical programs</p> <p>Teacher Stipend</p>	<p>\$6,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>
<p>The professional development activities that will be made available to teachers and Directors, Administrators and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and Directors, Administrators will be met:</p> <p>1. Teachers will be receiving professional development in the areas of understanding how students learn, the utilization of effective ways to improve reading and math abilities in all content areas, the incorporation of the effective instructional model, and effective SDAIE strategies for sheltered classes.</p> <p>2. Teachers will receive ongoing in-classroom coaching through collaboration with mentor teachers and the literacy and math</p>	<p>Directors, Administrators, Coordinators, and teachers, literacy consultant, math consultant</p>	<p>Literacy consultant</p> <p>Math consultant</p> <p>Teacher In-service</p>	<p>\$5,000</p> <p>\$5,000</p> <p>\$2,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

consultant.		Conference fees		
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>All English/Language Arts teachers will work with library media teachers to develop students' facility with the complex computer based, electronic text environment by:</p> <p>Teaching different electronic sources available in the classroom, school library.</p> <p>Teaching names, purposes, methods, and limitations of different electronic sources (e.g. automated library catalog, Web sites, e-mail).</p> <p>Creating a clearly defined task to ensure that students gain appropriate experience from working in the electronic text (e.g., automated library catalog).</p> <p>Teaching students to open existing files, save files, and create new files in the word-processing program they will use most frequently.</p> <p>Teaching the basics of navigation, text manipulation, and editing within the word processor, including use of:</p> <ul style="list-style-type: none"> The control key to change the location of the cursor, highlight text, or access menus, commands, and 	<p>Directors, Administrators, Coordinators, and teachers, parents, students, staff</p> <p>On-going</p>	<p>Computers Stations</p> <p>Computer Programs</p> <p>Reading</p> <p>Math</p> <p>Server</p> <p>Support software</p> <p>Teacher and staff training for each program</p>	\$7,000	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<ul style="list-style-type: none"> • icons; • navigation keys, such as the page up, page down, and arrow keys; • common commands on the keyboard and • copy, cut, and paste command functions for text manipulation and editing. <p>The computer lab will be available to students during lunch and after-school for access to the Reading program and math programs.</p> <p>An electronic assessment program that provides lexile scores and language arts diagnosis will be used to better assist students in increasing reading comprehension, and vocabulary.</p> <p>A data management system that analyzes state test results will also be available for staffs' teachers. (Periodic Assessment Scoring System)</p> <p>Information related to attendance and student performance will be used (POWERSCHOOL, a web-based educational software program).</p> <p>Collaboration with parents in their child's attendance and academic progress by ensure that they have access to their child's grades, homework assignments and general attendance information using POWERSCHOOL.</p>				
<p>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>During parent conferences, parents are informed of their son or daughter's reading level and academic progress in language arts. The</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold an Annual Conference</p> <p>Title I</p>	<p>\$3,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>teacher Advisor together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading coach, etc.</p> <p>All students are assigned a faculty advisor through Monseñor Oscar Romero Charter School's Advisory model. The model allows teacher's to more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students' end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p> <p>Ongoing collaboration with all stakeholders.</p>		<p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)</p>		
<p>How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Monseñor Oscar Romero Charter School holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.</p> <p>The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments</p>	<p>Executive Director</p> <p>Directors, Administrators</p> <p>Teachers ongoing</p> <p>Students</p> <p>Parents</p> <p>Staffs</p> <p>Board members</p>	<p>Five days of data analysis</p> <p>Setting of benchmarks, timelines</p> <p>Development of protocols for assessments</p>	<p>\$8,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>will be made as indicate by the data.</p> <p>In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student’s progress toward mastery of the standards for reading.</p> <p>The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p>				
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>How the LEA will provide training to enable teachers to:</p> <p>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>Involve parents in their child’s education; and</p> <p>Understand and use data and assessments to improve classroom practice and student learning.</p> <p>All students scoring far below basic and below basic on the Smarter Balanced language arts test will receive extra help through an after-school reading intervention program.</p>	<p>After school tutors</p> <p>Teachers</p>	<p>Tutor’s salary</p> <p>Teacher’s summer stipend</p>	<p>\$3,500</p> <p>\$6,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>An extended year program will be offered to students who continue to perform below grade level after participating in the after-school intervention program during the academic year.</p> <p>The following educational practices that foster the learning environment where learning best occurs includes:</p> <ul style="list-style-type: none"> • student-centered curriculum with clearly articulated learning objectives • project-based learning activities • acknowledgment of so-called "failure" as a necessary stepping stone for further investigation • collaborative investigations and demonstrations • mini-lessons that address specific skills within the context of larger projects • giving guidance and adequate time to self-reflect and self-assess • authentic assessments <p>The following is a sample of the kinds of standardized reports available to the school community for analysis:</p> <p>Monseñor Oscar Romero Charter School Data Dashboard: Beginning in 2010-2011, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data.</p> <p>SMARTER Balanced Test Results are mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student’s parents. Parents and others can also access SMARTER Balanced school data by using the California Department of Education website, Dataquest.</p>				
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<p>Curriculum Embedded Assessments: quarterly teacher/ department tests.</p> <p>CELDT-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <p>API, the Academic Performance Index, is determined by the state. Our students' scores on the SMARTER Balanced and additional demographic statistical information are used by the state to determine our academic growth according to the state formula. This statistical data includes sub-group reports on meeting yearly progress.</p> <p>Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisory Advisor on a regular basis.</p> <p>Telephone and web/internet communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.</p> <p>The purpose of the Monseñor Oscar Romero Charter School assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.</p>				
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<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Monseñor Oscar Romero Charter School has two (2) internal staff members who are BTSA providers who can support teachers completing the requirements for a California Commission on Teacher Credentialing Professional Clear credential and CLAD or BCLAD certification for all teachers</p> <p>Monseñor Oscar Romero Charter School provides local test preparation support for teachers.</p>	<p>Directors, Administrators, Academic Consultant Teachers</p>	<p>Consultant BTSA</p>	<p>TBA</p>	<p>Title II Other</p>
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Performance Goal 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>Small student population</p> <p>Strong Advisory program</p> <p>Strong student council program</p> <p>Strong Parent Involvement and Support.</p>	<p>Improved offering of counseling services</p> <p>Good character development program</p> <p>Improved drug-free program</p> <p>Improve academic rigor</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<p>The school provides an after school program to assist students in the areas of mathematics and language arts. The school has a student council program that allows students to plan activities that will help foster healthy social attitudes and develop leadership. The school has a system which delineates consequences associated with the various behavioral and academic violations. The system allows students to make good decisions and helps them develop the ability to operate effectively in a structured environment with clear expectations.</p>

Performance Goal 5

All students will graduate from high school

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>Monseñor Oscar Romero Charter School graduates will be college and career ready.</p> <p>Although Monseñor Oscar Romero Charter School is a middle school, it will address and encourage students to be college bound.</p> <p>An ongoing support system that includes Advisory</p> <p>Highly Qualified teacher that can offer ongoing support</p>	All students	<p>All Staff</p> <p>July 2010</p> <p>Teachers and Administration setting Calendar and Goals</p> <p>July-August</p>	<p>College preparation through all courses, advising/Advisory, field trips to local colleges, and assistance with completing applications.</p> <p>A strong and engaging curriculum to provide for student academic achievement. Pacing Plans, Lesson Plans, etc.</p> <p>Teacher support from</p>	General Fund/ Supplemental Funds

	<p>Before and After school support</p> <p>Sports and Team Activities</p> <p>Other Science activities</p> <p>Student, Teacher Parent Compact</p> <p>Ongoing meetings with Parents</p> <p>Ongoing Parent Workshops and trainings.</p> <p>Cambridge Review team meetings with all stakeholders, including parents and students.</p>		<p>Summer Intervention for students July</p> <p>September School Starts</p> <p>Teacher PD held every Wednesday</p> <p>From 2:30 – 4:30</p> <p>Designated PD Dates and focus</p> <p>Cambridge Review Home groups/Focus Groups</p>	<p>SFA and other consulting services</p> <p>Student grades and Smarter Balanced scores at proficiency and advance.</p> <p>Team participating in competitions</p> <p>Hands on production of science solar systems</p> <p>Parent Coordinator- assist parents in activities and leadership roles</p> <p>Provide workshops and trainings-agendas, meetings, next steps</p> <p>Evident in Agendas, sign in sheets, meetings, results</p>	
<p>5.2 (Dropouts)</p>	<p>Students will have better attendance rate than all neighboring traditional</p>	<p>All students</p>	<p>All Staff</p>	<p>Average Daily Attendance (ADA) computed monthly using</p>	<p>General Fund Title I</p>

	<p>public Middle Schools.</p> <p>Student engagement in their academic achievement, goal setting, support from teachers, administrators, and staff.</p> <p>Use schoolwide goals to ensure students are focused on academic achievement.</p> <p>Reading Comprehension</p> <p>Writing across the curriculum</p> <p>Mathematics-Algebra I; Algebra Readiness</p> <p>Parents supported through workshops, trainings and leadership roles in committees and overall partnership in the school.</p> <p>Parent, Teachers Students visiting schools, holding conversations to remedy challenges and celebration of accomplishments through assemblies, newsletters, recognition, etc.</p>		<p>Monitoring from Administrative Staff</p> <p>Advisory/ Advisement held to support students on a daily basis.</p> <p>Before and After school learning support</p> <p>Parent Coordinator schedules trainings, parent support</p> <p>Professional</p>	<p>state ADA form. New CALPADS</p> <p>Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact)</p> <p>Offer students opportunities to engage in their goal setting, Personal Educational Plan.</p> <p>Use effective instructional strategies that are aligned to California State Standards. Use of Tier I, II and III instructional strategies.</p> <p>Provide teachers with professional development and support for effective</p>	<p>Other funds</p>
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	<p>Student focused environment- academic rigor, note taking, conversations on what is being taught and the student’s view.</p> <p>Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.</p>		<p>development from Consultants, in school experts, coaching and teacher support.</p>	<p>teaching strategies, coaching and mentoring.</p> <p>Student conversations with Directors, Administrators, Executive Director, Teachers, Parent Coordinator, Staff at all level on their needs, advisement and challenges</p> <p>Support student before and after school.</p> <p>Testing Prep support</p>	
<p>5.3 (Advanced Placement)</p>	<p>Academic Rigor across subject areas to increase students at Advanced and Proficient.</p> <p>Professional Development offered to teachers, administrators, staff and parents.</p> <p>Through the student project students</p>	<p>All students</p>	<p>All staff</p> <p>Teachers continue to support Advisory designated students.</p>	<p>AP classes were offered and will be offered in the coming years.</p> <p>Ensure that student have access to a rigorous curriculum aligned to California Standards, A-G requirements; as well as</p>	<p>General Fund</p>

	<p>Due to the student population and its major need Monseñor Oscar Romero Charter School will engage its community to participate in the partnership of recruitment and retention.</p>		<p>Collaboration across content areas to support students.</p> <p>Administrative Staff to support recording of Attendance, grades, assisting in creating a clean, safe and rigorous learning environment.</p>	<p>on going assessments.</p> <p>Research-based Practices: Curriculum and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments.</p> <p>Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community.</p>	
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				<p>Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.</p> <p>Instructional Strategies to include: (Narrative)</p> <p>Covert Strategies</p> <ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider <p>Overt Strategies</p> <p>Restate in Journal/Notes</p> <p>Cooperative Groups</p> <p>Response Boards</p> <p>Graphic Organizers</p> <p>Pair-Share</p>	
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				<p>Brainstorm</p> <p>Other Activities: Inquiry Activities, Current Events, Written/Oral Presentations, Peer Teaching, Short/Long-term projects, Guest Speakers, Essential Questions, Summarization instructional strategies to include:</p>	
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <p>Number of children in families receiving assistance under the CalWorks program;</p> <p>Number of children eligible for Free/Reduced Price Lunch programs;</p> <p>Number of children ages 5-17 in poverty counted by the most recent census data;</p> <p>Number of children eligible to receive medical assistance under the Medicaid program;</p> <p>Or a composite of the above.</p>	<p>Income Eligibility Survey data is used as the poverty index to determine eligibility for Free and Reduced School Lunches.</p> <p>Free and Reduced Lunch Applications</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <p>All schools with a 75% or above poverty level are funded</p> <p>All other schools are funded by poverty ranking district</p>	<p>Student Services Survey</p> <p>Student Advising sessions</p> <p>Parent Communication</p>

wide or by grade span.	Self-referrals
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Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <p>A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</p> <p>Effective methods and instructional strategies based on scientifically-based research.</p> <p>Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</p> <p>Proven strategies that address the needs of historically under-served</p>	<p>Application for Schoolwide Program was submitted:</p> <p>Student Services Survey</p> <p>Student Advising sessions</p> <p>On-going Parent Communication</p> <p>Self-referrals</p> <p>A comprehensive needs assessment of the entire school in relation to state standards is conducted and monitored.</p> <p>Use of effective methods and instructional strategies based on scientifically-based research. Monseñor Oscar Romero Charter School uses a block schedule that provides students with extensive</p>

<p>students, low achieving students, and those at risk of not meeting state standards.</p> <p>Instruction by highly qualified teachers and strategies to attract and keep such teachers.</p> <p>High quality and ongoing professional development for teachers, Directors, Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <p>Strategies to increase parental involvement.</p> <p>Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</p> <p>Timely and effective additional assistance to students who experience difficulty mastering state standards.</p>	<p>direct instruction, pre teaching, re teaching and checking for understanding.</p> <p>Monseñor Oscar Romero Charter School uses strategies that give primary consideration to extended learning time.</p> <p>Instruction by highly qualified teachers and strategies to attract and keep such teachers.</p> <p>Highly quality and ongoing professional development for teachers, Directors, Administrators, parents and other staff.</p> <p>Effective learning strategies to increase parent involvement.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <p>Effective methods and instructional strategies based on scientifically-based research.</p> <p>Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</p> <p>Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</p>	<p>Not applicable</p>

<p>Instruction by highly qualified teachers.</p> <p>Professional development opportunities for teachers, Directors, Administrators, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</p> <p>Strategies to increase parental involvement.</p>	
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Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <p>Identify children who are failing or most at risk of failing to meet the state academic content standards.</p> <p>Use multiple measures that include objective criteria such as state</p>	<p>Not applicable</p>

<p>assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</p> <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Monseñor Oscar Romero Charter School will work closely to ensure services to students identified as homeless are served</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Monseñor Oscar Romero Charter School serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.</p>

Additional Mandatory Title I Descriptions

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <p>Assistance in developing, revising, and implementing the school plan.</p> <p>Analyzing data to identify and address problems in instruction, parental</p>	<p>This SPSA has integrated the purposes and requirements of all state and federal categorical programs in which the Monseñor Oscar Romero Charter School participates into this document.</p> <p>The SPSA also serves as the organizer for an individual school’s improvement process. This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-based instructional strategies to raise the</p>

<p>involvement, professional development and other areas.</p> <p>Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</p> <p>Assistance in analyzing and revising the school budget so the school's resources are used effectively.</p>	<p>achievement of students who are not yet proficient at state standards. This SPSA includes the following:</p> <ul style="list-style-type: none"> • Builds on a premise that students are capable of learning with effective instruction • Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts • Is based on verifiable data analysis • Focuses on student achievement and academic interventions • Implements high leverage school improvement actions • Directs resources where they will most directly improve student academic achievement • Ensures that all resources are aligned to serve identified students' needs • Uses research based strategies • Implements strategic coordination of resources <p>To set school goals, Monseñor Oscar Romero Charter School's Leadership Team, Teacher Leads, Administrators, staff, Parents and Community Members established priorities as stated in the LEA Plan, an assessment of both state and local quantitative and qualitative student achievement data to evaluate effectiveness of instructional program, and collectively came to the following consensus about solutions.</p>
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Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	A letter was distributed to all students, families and were notified of their rights to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Monseñor Oscar Romero Charter School continues to provide school choice and services to eligible students, services offered before and after school and additional hours.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and Directors, Administrators, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, Directors, Administrators, and other staff.	All professional development activities are supportive and consistent with Monseñor Oscar Romero Charter School’s students learning goals. All professional development has been coordinated and schedule as per the needs assessment and teacher requests for specific instructional strategies. All workshops, training, in-services are aligned with Monseñor Oscar Romero

	<p>Charter School's mission, vision and educational goals. The staff inclusively is working on continuing a professional learning community where everyone has a voice and is valued.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>Research has indicated that parent involvement is critical and necessary in a student's education with this in mind Monseñor Oscar Romero Charter School honors the commitment and efforts of our parents to become involved, visit the classrooms, work in coordination with Administration, Teachers, their child in making sure we support and sustain their academic achievement. Through these efforts parent workshops, in-services and on-going communication is provided.</p>

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <p>Even Start Head Start Reading First Early Reading First Other preschool programs</p> <p>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</p> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrants, and limited-English proficient, and children with disabilities are addressed.</p>

Part III Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.

(a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

- Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
- If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
- Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
- Provide technical assistance and support to schoolwide programs.
- Develop the school plan pursuant to California Education Code Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
- Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
- Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
- Develop and implement plans or activities under sections 1118 and 1119 and California Education Code Section 64001.
- Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
- Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
- Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.

Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California Education Code Section 64001.

For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and Directors, Administrators) for each fiscal year.

Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

The SSD, hereby, assures that:

The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give Directors, Administrators the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was

conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

Strategies for using technology to improve academic achievement and teacher effectiveness.

Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

Ongoing, sustained professional development for teachers, Directors, Administrators, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

Collaboration with adult literacy service providers.

Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school: has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and is enforcing the operation of such technology protection measure during any use of such computers by minors; and has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.

The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

The SSD is complying with Section 3302 prior to, and throughout, each school year.

The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

The SSD has a plan for keeping the school safe and drug-free that includes:

Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

Security procedures at school and while students are on the way to and from school.

Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

A crisis management plan for responding to violent or traumatic incidents on school grounds.

A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

Allows a teacher to communicate effectively with all students in the class.

Allows all students in the class to learn.

Has consequences that are fair, and developmentally appropriate.

Considers the student and the circumstances of the situation.

Is enforced accordingly.

The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

will be used to make decisions about appropriate changes in programs for the subsequent year;

will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (list)

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Typed name of school Directors, Administrators
Administrators Date

Signature of school Directors,

Typed name of SSC chairperson

Signature of SSC chairperson

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA accountability. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i).)

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited-English-proficient

students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).

Performance indicator: The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in Section 9101(34).)

Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the SSD in developing this Plan:

Academic Performance Index (API)

<http://www.cde.ca.gov/psaa/api/index.htm>

California Basic Educational Data System (CBEDS)

<http://www.cde.ca.gov/demographics/coord/>

California English Language Development Test (CELDT)

<http://www.cde.ca.gov/statetests/celdt/celdt.html>

California High School Exit Exam (CAHSEE)

<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>

California Standardized Test (SMARTER BALANCED)

<http://www.cde.ca.gov/statetests/index.html>

DataQuest

<http://data1.cde.ca.gov/dataquest/>

School Accountability Report Card (SARC)

<http://www.cde.ca.gov/ope/sarc/>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/statetests/star/index.html>

Guide and Template for the Single Plan for Student Achievement

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

Guide and Template for the Local Educational Agency Plan

<http://www.cde.ca.gov/nclb/sr/le/>

APPENDIX C Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education’s Expert Panel, or the University of Colorado’s Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education’s publication Getting Results. Web sites where additional information can be found about each program’s description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E

ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,

Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,

Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							

	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C

Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The SSD must designate and list the research-based activities (strategies and activities developed by the SSD to supplement the science-based programs listed above) selected from below:

Research-based Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81

	<p>Getting Results Part I, page 104-106</p> <p>Getting Results Part I, page 108-109</p>
School Policies	<p>Getting Results Part I, page 66-72</p> <p>Getting Results Part II, page 22-23</p>
Service Learning/Community Service	<p>Getting Results Part I, page 81-83</p> <p>Getting Results Part II, page 46-47</p>
Student Assistance Programs	<p>Getting Results Part I, page 89-90</p>
Tobacco-Use Cessation	<p>Getting Results Part II, page 28</p> <p>Getting Results Part II, page 42-43</p> <p>Getting Results Part II, page 72-74</p>
Youth Development/Caring Schools/Caring Classrooms	<p>Getting Results Part I, page 121-123</p> <p>Getting Results Part I, page 136-137</p> <p>Getting Results Part II, page 28</p> <p>Getting Results Update 1</p>

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education’s Expert Panel, the University of Colorado’s Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D

Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B

Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A

Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C

Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

(Rev 7-06)

California Department of Education
School and District Accountability Division

(CDE use only)

Application # **No Child Left Behind Act of 2001**

LOCAL EDUCATIONAL AGENCY PLAN AND SINGLE PLAN FOR STUDENT ACHIEVEMENT

mail original and two copies to:

**California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): **Bert Corona Charter School**

County/District Code: 19-64733-0106872

Dates of Plan Duration (should be five-year plan): July 2011 - July 2016 (To be updated annually)

Date of Local Governing Board Approval: 12/5/2011(Updated for PI) Revised 4/2013, 7/25/2014, 6/2015),
Revised 11/27/2017

Yvette King-Berg, Executive Director

District Superintendent:

Address: 9400 Remick Avenue, Pacoima, CA 91331

City: Pacoima

Zip code: 91331

Phone: (818)726-8883 ykingber@ypiusa.org Fax (818)834-8075

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Yvette King-Berg, Executive Director

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Eugene Straub, President

Board President

Printed or typed name of Board President	Date	Signature of Board President
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Part I: Background and Overview

Goals and Philosophy

VISION

Our school is named in honor of and inspired by Bert Corona, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the cardinal importance of education. Bert Corona believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.

MISSION

The **Bert Corona Charter School** prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the Northeast San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The **Bert Corona Charter School** seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

The **Bert Corona Charter School's** mission is to:

- Prepare students for academic success in high school; as well as, post-secondary education. College and Career Readiness.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

Inspired by Bert Corona, students at the **Bert Corona Charter School** will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of **Bert Corona Charter School** will prepare them for the rigors the college and career world.

In accordance with the Expected Schoolwide Learning Results (ESLRs), every student who graduates from **Bert Corona Charter School** will be:

- An *Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- An *Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world

- A ***Problem Solver***, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A ***Productive Member of Society***, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- ***Lifelong Learner***, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

The **Bert Corona Charter School** effort is led by the Youth Policy Institute (YPI), a Los Angeles-based nonprofit organization that designs and operates education and training programs for low-income communities. YPI has had a significant influence in the East San Fernando Valley community by providing a wide variety of services at 67 sites in the Valley. Most recently YPI has been awarded the distinguished Los Angeles Promise Neighborhood Initiative. **Bert Corona Charter School** is one of the nineteen (19) schools selected to participate in the LAPN program.

YPI's reputation in the community and experience in providing educational services will help ensure success for **Bert Corona Charter School**. The Youth Policy Institute was awarded the Excellence in Education award by U.S. Senator Barbara Boxer, only the second such award given by the Senator in the San Fernando Valley. Youth Policy Institute's Family Technology Project provides educational technology support to targeted schools, while helping teachers to integrate technology into their classroom curriculum. Through participation in this program, more than 550 families have received a brand new desktop computer, monitor, printer, essential software, Internet access, and technical support, all free of charge. **Bert Corona Charter School** is one of the schools where parents are able to take free computer literacy classes and earn a home computer system through the Family Technology Project.

YPI's experience with students and their families in the East San Fernando Valley has shown that technology can be an important tool for learning, especially when technology is integrated into the academic experience for teachers, students, and parents. Bert Corona's approach to learning is based on the experiences of YPI staff with East San Fernando families as well as a systematic review of the current literature on learning, school organization, and adolescent development. The fundamental principles of the Coalition of Essential Schools and Stanford University's School Redesign Network are particularly appealing in that they provide a framework for Bert Corona's strong commitment to high standards, equity, and civic responsibility. **Bert Corona Charter School** will become affiliated with these organizations to benefit from their research and the resources of innovative educators in their networks. The Coalition for Essential Schools is an alliance of more than 160 national, state, and local organizations committed to education that emphasizes equity, personalization, and intellectual vibrancy. The School Redesign Network is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for Bert Corona's school design and instructional program:

From the Coalition of Essential Schools:

The CES Common Principles, based on decades of research and practice, are a guiding philosophy rather than a replicable model for schools. This research and practice reflects the wisdom of thousands of educators who are successfully engaged in creating personalized, equitable, and academically challenging schools for all young people. The CES Common Principles describe the core beliefs and characteristics of Essential Schools and work in tandem with the CES Benchmarks, which describe resulting practices that successfully bolster student achievement.

The Spanish translation of the Common Principles can be found here: [Los Principios Generales](#)

- **Learning to use one's mind well** The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose
- **Less is more; depth over coverage** The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
- **Goals apply to all students** The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.
- **Personalization** Teaching and learning should be personalized to the maximum feasible extent. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the site administrators and staff.
- **Student-as-worker, teacher-as-coach** The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching and facilitating learning opportunities, to provoke students to learn how to learn and thus to teach themselves.
- **Demonstration of mastery** Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The certificate should be awarded upon a successful final demonstration of mastery for culmination - an "Exhibition." The emphasis is on the students' demonstration that they can do important things.
- **A tone of decency and trust** The tone of the school should explicitly and self-consciously stress values of not anxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be

emphasized. Parents should be key collaborators and vital members of the school community.

- **Commitment to the entire school** The school directors and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
- **Resources dedicated to teaching and learning** Ultimate administrative and budget targets should include student courses that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.
- **Democracy and equity** The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

From the Stanford University School Redesign Network:

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their student’s learning. Just as strong teacher-student relationships can provide students with invaluable support, so, too, are solid partnerships among teachers and families a key component of student success. **Bert Corona Charter School** will actively create family-school partnerships through ongoing communication (with materials and presentations in parents’ home language – Spanish), a “contract” that conveys to parents the school’s expectations, and school wide family events organized by the Parent Association and the Community Outreach Coordinator.
- **Continuous Relationships.** **Bert Corona Charter School** is structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed “looping,” students will remain with the same set of teachers throughout their three years at **Bert Corona Charter School**. The sustained relationships that develop over time will facilitate students’ learning, as teachers won’t need to spend valuable time getting to know a new class of students each year.
- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. **Bert Corona Charter School** teachers will adjust their teaching modes to meet students where they are using technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development teachers will increase their “toolkit” of effective practices.

The school receives support from a variety of sources including YPI, community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. YPI has a strong fundraising track record in this community, and plans to put this expertise to work for the school.

The 21st Century Educated Person

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

How Learning Best Occurs

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The **Bert Corona Charter School** development team has studied examples of effective practices that have worked to close this achievement gap. **Bert Corona Charter School** has incorporated the following recommendations from Kati Haycock, director of Education Trust:

- Have uniform standards: **Bert Corona Charter School** will have clear and high expectations of all students that fully align with the California Common Core State Standards, NEXT Generation and Appendices.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All **Bert Corona Charter School** core subject teachers have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments as well as cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the **Bert Corona Charter School**.

PROGRAM GOALS

The **Bert Corona Charter School** creates an educational environment that will foster success in the classroom as well as the community. To this end, the school works relentlessly toward the following program goals:

1. Prepare students for academic success in high school as well as post-secondary education. Students will be exposed to the College and Career Readiness standards to ensure that they are prepared for college and for the workforce.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

In accordance with the Expected Schoolwide Learning Results (ESLRs), every student who graduates from **Bert Corona Charter School** will be:

- An ***Effective Communicator***, able to read, write, converse and listen for a variety of purposes
- An ***Information Manager***, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A ***Problem Solver***, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A ***Productive Member of Society***, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A ***Lifelong Learner***, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

How Students Become Self-Motivated, Competent, Lifelong Learners

Bert Corona Charter School is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. **Bert Corona Charter School** will continue to develop a culture that fosters in students self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students will demonstrate a shared purpose to develop each student's knowledge and skills to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

Leadership

Leadership will be shared among administrators, faculty, classified staff, students and parents. Decisions will be reached through consensus and minority opinions are considered and valued. Departments and individual teachers will have a large degree of professional autonomy. They will continue to be encouraged

to use their best professional judgment in accordance with Common Core Standards (or other content standards in areas in which there are no Common Core State Standards) in achieving high levels of student learning.

Environment

The National School Climate Council (2007) recommends that "school climate" and a "positive and sustained school climate" be defined in the following ways:

"A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment (p.4).

Therefore, the environment of the school is safe, orderly and supportive. Students will continue to find the school a good place to study and a pleasant place to be. School-wide standards for students' behavior will be perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus will be dealt with in a timely manner; student absenteeism and dropout rates will be maintained at a minimum level. The **Bert Corona Charter School** has a strong implementation of a Schoolwide Positive Behavior Support System. This system includes the "3 Bes:" Be Safe, Be Responsible, Be Respectful as a set of behavioral expectations for our students, as well as incentives for positive behavior and alternatives to suspension that will help to develop student citizen-scholars who are lifelong learners.

Improvement

Bert Corona Charter School staff and students will use the Baldrige Continuous Improvement strategies to reflect, study, plan and act on increasing proficiencies in academic achievement and overall school operations.

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Bert Corona Charter School was founded upon and continues to uphold the following research-based best practices. A summary of key accomplishments in each of these areas can be found in the Self-Assessment, below.

- *Family-Community-School Partnerships:* **Bert Corona Charter School** actively engages families and the community in the life of the school, and students engage in service to the community.
- *Technology Integration:* By implementing technology with the curriculum, **Bert Corona Charter School** ensures that students learn computer skills while pursuing academic goals.
- *Small Learning Communities:* Students have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.
- *Interdisciplinary, Project-Based Curriculum:* Students explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.
- *Culturally-Relevant Instruction:* Multicultural literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives. The background and culture of **all** students is respected and valued.
- *Research-based Practices:* **Bert Corona Charter School** uses curriculum and instructional strategies founded on proven practices. *Authentic assessments* are used to judge student achievement beyond traditional evaluation instruments. Professional development includes *teacher, staff and community coaching* to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Statement of Need

The **Bert Corona Charter School** is located in the East San Fernando Valley, a cohesive community within the City of Los Angeles. This area of Los Angeles was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. **The Bert Corona Charter School** offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school community partnerships.

Introduction and Background

This document provides an update of the Single Plan for Student Achievement (SPSA). The intent of the revised Single Plan for Student Achievement is to serve as a guide and documentation of the process that the **Bert Corona Charter School** had adopted for improved student academic achievement.

NCLB/ESSA Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
4. All students will graduate from high school.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

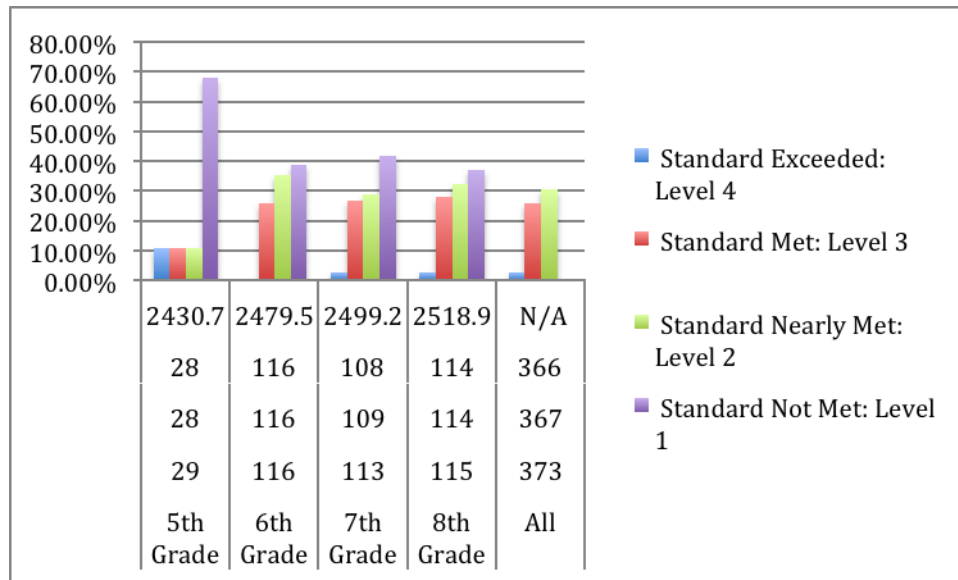
State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, local educational agency plans, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Bert Corona Charter School has developed a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of this five-

year plan will involve a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The Plan will be reviewed and updated on a yearly basis or as needed.

Annual Update 2017-2018 School Year

Bert Corona Middle School English Language Arts 2016-2017



cde.ca.gov Dataquest 2017

The results indicate that Standard Not Met: Level 1 in 5th grade is evident in all grades. The highest group are students in grade 5th and as students stay with BCCS they are showing positive growth. The implication for incoming 5th graders is that large gap in achievement must be addressed immediately.

In reviewing data results in the California School Dashboard shows a status as medium 74%, with an increased significantly of +9.4%. This indicates that EL students are showing academic growth.

English Learners 2016-2017

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Bert Corona Charter Middle	16	22	115	184	0	337

Cde.Ca.Gov Dataquest 2017

BCCS’ Total Ever-EL RFEP

Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Bert Corona Charter Middle	15	3	97	184	299
Los Angeles Unified	90,090	27,660	39,869	162,334	319,953
Los Angeles County	176,948	59,687	92,657	315,878	645,170
State	683,688	254,216	394,501	1,047,267	2,379,672

Cde.ca.gov Dataquest

BCCS’ data reflects the largest number of English Learners at EL 6+ Years also identified as Long-Term English Learners. Strategies for these students include:

- Providing a framework of the English Learners Program.
- Providing identification and assessment of appropriate instructional placement.
- Providing staff training programs, which will enhance bilingual competencies of personnel. Providing teachers with Professional Development, Coaching and ongoing support.
- Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- Providing in-service training to develop and improve instructional strategies.
- Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- Providing periodic and ongoing evaluations of the instructional programs.
- Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

In addition, Bert Corona Charter will implement the follow actions when planning instruction for English Language Learners.

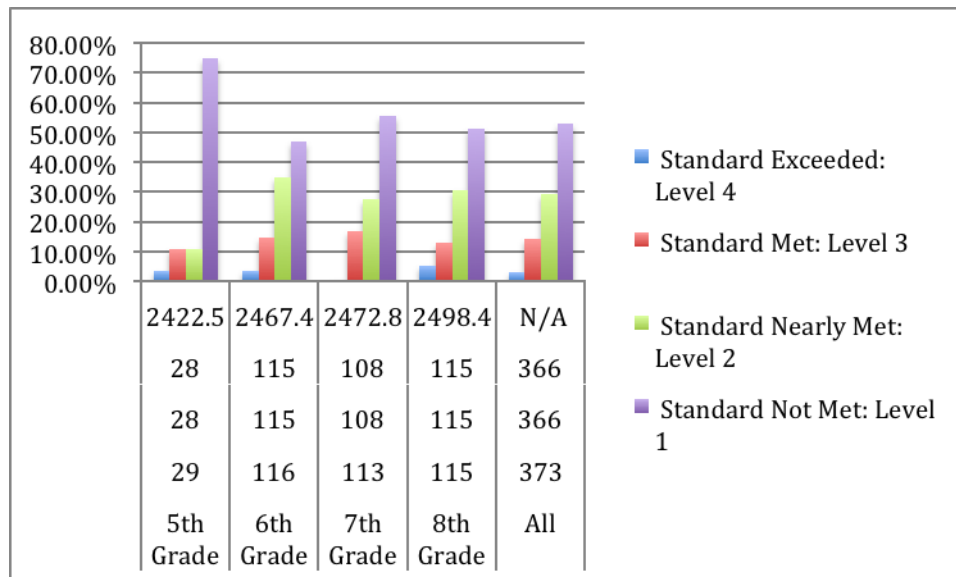
Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>
<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

Mathematics 2016-2017

BCCS Mathematics					
Overall Achievement					
	5th Grade	6th Grade	7th Grade	8th Grade	All
# of Students Enrolled	29	116	113	115	373
# of Students Tested	28	115	108	115	366
# of Students With Scores	28	115	108	115	366
Mean Scale Score	2422.5	2467.4	2472.8	2498.4	N/A
Standard Exceeded: Level 4	3.57%	3.48%	0.00%	5.22%	3.01%
Standard Met: Level 3	10.71%	14.78%	16.67%	13.04%	14.48%
Standard Nearly Met: Level 2	10.71%	34.78%	27.78%	30.43%	29.51%
Standard Not Met: Level 1	75.00%	46.96%	55.56%	51.30%	53.01%

Cde.ca.gov Dataquest



cde.ca.gov Dataquest 2017

Data shows that 75% of students in 5th grade are at Standards Not Met: Level 1. Students in 6th grade show 46.96% of are at Standards Not Met: Level 1 and 34.78% of students at Standards Nearly Met:

Level 2. BCCS 7th grade students show a 55.56% in Standards Not Met: Level 1. Eighth grade students are scoring 51.30% are scoring at Standards Not Met: Level 1

Continuing to Address Academic Needs

Even with continued growth, we realize that our English Learners (EL) and Special Education Specialized Programs (SPED) populations still need to improve academically, so we have placed achievement goals; as well as providing for teacher professional development and assessments and benchmarks in place to meet our student's needs:

- Additional Targeted Professional Development where teachers learn about EL needs and how to support in the classroom.
- Professional Development where teachers analyze student EL levels and determine supports they can put in place to aid in student comprehension.
- Individualized instruction in math using ALEKS.
- Language support in math and science using the online Adaptive Curriculum program.
- Before school language support for ELs and new RFEPs.
- Leveled reading classes utilizing the Success for All curriculum
- Tutoring provided by teachers and outside tutors (SES)
- Sentence Frame and Sentence Starter posters in every classroom to support
- Small group learning for peer support
- Parent training on data and how to support students at home
- Differentiated lesson plans
- Project-based learning
- Blended learning models in math classrooms
- Study Island assessments to track student learning, including subgroup populations.
- Tutor support in many classrooms (ELA and Math)

To monitor progress for our students, we use data and measures from multiple resources:

- Classroom assessments
- ALEKS online learning data
- Success for All-Study Island assessment data
- 4Sight Common Core benchmark exam.
- Reading mastery level data (from Success for All Member Center)
- State testing data
- 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)

Bert Corona Charter School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty is provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Bert Corona Charter School**, it is expected that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students to be involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.

In summary, we have made both System Changes and Instructional Changes that have added to more effectively providing for student academic achievement, teacher support, and parent information and support.

Systems Changes

- Developed a transformational distributive leadership model. Each YPICS school has, or will have when growing a new school, a Director of Operations, Director/Coordinator of Instruction, and a Director of Student Climate and Culture. Each summer leaders participate in a YPICS Leadership Institute. Leaders new to YPICS attend the annual CCSA Conference and the CSCD Leadership Boot Camp.
- Rewrote job descriptions and established systems to support the institutional learning that was needed to move academic achievement forward. For example, the Assistant Principal Job Function was renamed to the Director of School Climate and Culture in order to focus on developing a culture of excellence, engagement, and caring at the schools. Additionally, the function of this position is to increase student attendance, lower suspension rates, and celebrate students when they grow academically.
- Completely refocused the organization on data-driven outcomes and began to use Study Island and teacher created assessments for weekly assessments.
- Institutionalized Quarterly, Coaching Data sessions: All data benchmark data began to be aggregated and analyzed by cohort, by teacher, by subject, and by students. The Organization has a professional development half-day to look at the organizational data trends. Successes are celebrated and the entire team reflects upon root causes for the outcomes and then takes actions steps to create a plan to increase the academic outcomes. ALL analyzed outcomes are now shared with teachers, parents and students quarterly. Students receive information in class. Parents are invited to workshops to learn about the school's progress and to ensure that parents are informed about their own child's progress.
- Restructured the math program and changed Algebra eligibility requirements, instead of having 90 students in algebra and 30 students in 8th grade math we more clearly defined the criteria for a student to take Algebra in 8th grade. In the final year of the
- Added a Director of Instruction position to each school to commit an instructional leader to monitor and support instruction weekly.
- Added the IObservation Platform and Instructional Resource Library to develop teacher growth plans and a consistent meaningful teacher evaluation plan.
- Used teacher turnover as a means to hire highly qualified teachers to fill open positions.
- Added a Director of Special Education to oversee the Special Education program on both campuses.
- Became members of the LAUSD Charter Operated Programs, Options #3.
- Established the YPICS Summer Teacher Training Institute.
- Established Personal Learning Communities in order to have teacher voice in their professional development through action research.
- ELA/Social Science teachers focus on implementing our service-learning goals
- Math/Science teachers focus on enhance learning and technology integration goals
- Communications teachers focus on technology skills, presentations, speeches, and training parents on power schools, along with other programs to support our family/community engagement goals.

Table 1.15 - Bert Corona Charter School Enrollment Roll-out**Instructional Changes**

- Purchased Alex for Math support, intervention, and acceleration
- Implemented Adaptive Curriculum, a technological computer assisted instruction for math and science.
- Added Achieve 3000 for ELA and EL support.
- Hired instructional Experts in EL instruction, such as Elizabeth Jimenez with CAFE; and Math Instruction, Guillermo Mendieta and Inquiry by Design.
- Purchased the New Success For All Common Core Reading Program to support struggling students, students with disabilities, general education students, and gifted students.
- Implemented the Hype Program
- Encourage staff members to attend conferences to support their PLCs and as members of NCLR our teachers have multiple opportunities to attend and grow at NCLR National instructional summits.
- All teachers participate in the Summer Special Education Summit for Options 3.
- All teachers participate in the EL/ELD Institute, presented by CAFE at Bert Corona.

STUDENT POPULATION

The projected student population will reflect the demographics of the surrounding schools (see Demographic Information, below). According to the data, over 12% of the students enrolled at **Bert Corona Charter School** come from families at the federal poverty level. The majority of students (86%) are from low-income families that are eligible for free and reduced meals (86%). At **Bert Corona Charter School** all students will be granted equal access to the school resources no matter their economic or academic status. In addition, **Bert Corona Charter School** work and engages with the surrounding schools to ensure that students smoothly transition into and out of our program.

A focus on priorities that includes the following:

Instructional Priorities

- Data Driven Culture
- Math Collaboration, Coherence, Calibration
- Gradual Release of Instruction
- Supporting Sub Groups (ELL/SPED)
- Socially, Culturally Relevant and Responsive Instruction

School Culture

- Positive Behavior Support
- Alternatives to Suspension
- Understanding Student Data

Parent and Community Engagement

- Full-Service Community Schools Grant-Promise Neighborhoods.

PLANNING CHECKLIST FOR SSD PLAN DEVELOPMENT (Optional)

✓	SSD Plan – Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Bert Corona Charter School Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$0	\$ 134,979	\$ 134,979	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$0	\$16,971	\$16,971	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$0	\$9,143	\$9,143	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		\$70,029	\$70,029	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$0	\$ 231,132	\$ 231,132	100%

Step Two: Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement

As described in the section that follows, **Bert Corona Charter School** Identified, reviewed, and analyzed data and related information on factors; such as, educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components. The English Learner Subgroup Self-Assessment (ELSSA) – designed to improve outcomes for English learners was also used in this evaluation. These outcomes are relevant to **Bert Corona Charter School’s** target population in that many of the students come from documented under-performing schools and live in communities where there are low levels of high school graduation among adults.

What the school does well:

- The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally.
- The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.
- The teaching staff at **Bert Corona Charter School** is enthusiastic, committed and passionate about the school’s mission. They want the best for their students.
- The school’s administrators and Executive Director are knowledgeable, reflective and know their school. They have worked well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement).
- The school has put in place several benchmarking assessment process; as well as, programs and is continuing to make progress in the collection and analysis of student achievement data based on those assessments used to guide data-driven instruction.
- **Bert Corona Charter School** has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.
- The school’s governing board is made up of knowledgeable and well-qualified people who hold diverse skill sets needed in leading our school.
- The school has very sound fiscal practices and has been able to manage resources and enrich student learning.

Bert Corona Charter School Charter Specific Area of Concentration		
<p>Highly Qualified Teacher</p> <p>BTSA Program</p>	<ul style="list-style-type: none"> All classrooms with fully credentialed, highly-qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001 and the Every Student Succeeds Act (ESSA) BTSA Program for all teachers working toward a Professional Clear Credential 	<ul style="list-style-type: none"> Ensure all teachers and staffs are highly qualified. Attend recruitment fair provided by universities, charter associations, where teachers have been prescreened for appropriate qualifications. BTSA Support Providers are on campus. Designate teachers, administrators, and/or consultants to provide teacher support in lesson development, differentiated instruction, and interventions for student in need of additional support. Professional Development on data-driven instruction, classroom management and instructional delivery.
<p>Development of Pacing Guides and Lesson Plans</p>	<ul style="list-style-type: none"> Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD classrooms to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school). Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course-pacing guide is the foundational pacing guide for the strategic support class students. Each subject area needs to complete a course description for each course. Aligned with California Standards and school calendar develop and implement a pacing guide. 	<ul style="list-style-type: none"> California State Standards Calendar Course Descriptors The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of Assist teachers with best practices, effective instructional delivery, and development of pacing plans, etc.

<p>Development of Instructional Materials</p> <p>Assessment Driven Instruction</p> <p>Analysis and use of data</p>	<ul style="list-style-type: none"> • Adopt textbooks that are State approved Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and ELs. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	<ul style="list-style-type: none"> • Inventory • Use of textbooks, supplemental materials, support guides • Use an SFA program to ensure that students have access to research based instruction and effective strategies. • Use computer assisted instructional programs; such as SFA, ALEKS, Achieve3000 and other support materials to provide universal access to all students in mathematics
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<p>Development of Intensive Materials</p>	<ul style="list-style-type: none"> • Full implementation means that all students identified as needing intensive intervention in grades six through eight, including ELs and SWDs, who are two or more years below grade level in reading, are provided the SBE-adopted intensive intervention materials that offer accelerated instruction at the students’ assessed level of need. These materials are implemented daily as designed. • Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. 	<p><u>Use Three Tier Model:</u> Tier I. Tier I Instruction requires:</p> <ul style="list-style-type: none"> • At least 90 minute un-interrupted literacy block, adapt to all instruction. • Intensity: <ul style="list-style-type: none"> ○ Academic engagement of all students ○ Explicit, systematic instruction ○ Multiple opportunities to respond to instruction ○ Immediate corrective feedback ○ Scaffold practice of new skills <p><u>Tier II Targeted or Strategic Instructional/Intervention</u> Instruction and/or intervention that goes beyond quality Tier I instruction</p> <ul style="list-style-type: none"> • Provided in small group or one-to-one • Systematic and integrated instruction • Provided by trained personnel • Frequent and intense • Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it Bert Corona Charter School what is being instructed <p>How do you know when a student needs Tier II?</p> <ul style="list-style-type: none"> • When a student demonstrates lack of progress over time • Poor response to group instructional procedures used in Tier • These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol <p><u>Tier III/Intensive Intervention</u> Intensive instruction – more intense, explicit and systematic than Tier II</p> <ul style="list-style-type: none"> • Targeted with thorough assessment (narrow focus on specific skill deficiencies) • Likely include Bert Corona Charter School intervention that may or may not include the provision of special education services • Could include a different curriculum • Always assess quantity of time and quality of instruction we are focusing on accelerating student learning • Based on student response to the “intensity” of intervention determination may be made about referral and eligibility for special education
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<p>Coaching/ Monitoring/ Expert Support</p>	<ul style="list-style-type: none"> • Full implementation means that the district provides and Bert Corona Charter School regular, on-going targeted professional development and support for the Directors, Administrators, Coordinators and Teacher(s) to Bert Corona Charter School and support the full implementation of the Essential Program Components (EPCs). <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: • Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. • The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training in learning academic content standards. 	<ul style="list-style-type: none"> • Teachers are trained in collaboration and meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: • Entry-level placement and/or diagnostic; • Progress monitoring, including frequent formative and curriculum-embedded assessments; and • Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWD • Use of Robert Manzano’s iObservation Protocols to provide teachers weekly instructional feedback.
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<p>Improvement of Instructional Program</p>	<ul style="list-style-type: none"> • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent, and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the administrators to fully implement the various EPC objectives. 	<p><u>Tier I</u> –</p> <ul style="list-style-type: none"> • Afterschool • Classroom observation and teacher support • Parent collaboration, support, partnership • Coaching provided for administrators through Leadership Training and monitoring of each teacher through: • Quarterly Benchmarks • Ongoing Study Island • Vocabulary Assessments • Success For All Program
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<p>Assessments/ Monitoring</p>	<ul style="list-style-type: none"> • Full implementation means that the district provides and supports an easily accessible electronic data management system (POWERSCHOOL), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, Bert Corona Charter School ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. • Assessments will assist teachers in collaborating and to identify the most immediate student needs. 	<ul style="list-style-type: none"> • Easily accessible electronic data management system (POWERSCHOOL/Illuminate), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • Ongoing monitoring, data analysis of student data to assist with identification of student levels, needed support, intervention and acceleration.
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<p>Professional Development/ Protocols</p>	<p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or Bert Corona Charter School. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. <p>Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p>	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • The development of the faculty and staff is of primary importance to the Bert Corona Charter School community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example Bert Corona Charter School recognizes that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken in during the 2017-2018 school year, and every year thereafter to increase professional development for leadership and staff. Bert Corona Charter School recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development. <p><u>Continuous Professional Development</u></p> <p>The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.</p> <p>The school will adopted an instructional model that focuses on the following strategies:</p> <ul style="list-style-type: none"> • collaborative learning • writing to learn • literacy groups Quarterly Benchmarks • Ongoing Study Island • The Foresight Assessment • Vocabulary Journey Assessments • Success For All Program • questioning strategies • scaffolding texts • academic classroom talk • Direct Instruction
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SMART Goal setting	Setting SMART goals in every classroom.	<ul style="list-style-type: none"> Evidence on lesson plans and information boards.
PD ELD	As Per Schedule.	

<p>PD English Learners</p>	<p>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students. Students are appropriately placed into ELD using California English Language Development Test (CELDT/ELPAC) and all available English proficiency measures. Students at CELDT/ELPAC proficiency levels 1-3 need at least a separate ELD course, using ELD materials focused on building English language skills through SBE-adopted materials. Students performing at CELDT/ELPAC Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a RLA course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.</p> <p>For districts using the 2008 SBE-adopted RLA/ELD: At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3). For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).</p>	<p>1. a b BCCS has incorporated an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> • Ongoing measurement of each LEP student's progress toward English language proficiency, through the use of ELD portfolios. • Use of the Success for All (SFA) EL components to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. BCCS receives Title III funds that are included in a block grant. These funds are reviewed each year, as Every Student Succeeds Act (ESSA) to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <p>d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. Leadership Team, and Parent Advisory Committee provides leadership for our EL students.</p>
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What the school does well:

- The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported both academically and emotionally.
- The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.
- The teaching staff at **Bert Corona Charter School** is enthusiastic, committed and passionate about the school's mission. They want the best for their students.
- The school's administrator and executive director are knowledgeable, reflective and know their school. They have worked well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement).
- The school has put in place several benchmarking assessment programs and is continuing to make progress in the collection and analysis of student achievement data based on those assessments used to guide data-driven instruction.
- **Bert Corona Charter School** has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.
- The school's governing board is made up of knowledgeable and well-qualified people who hold diverse skill sets needed in leading our school.
- The school has very sound fiscal practices and has been able to manage resources and enrich student learning.

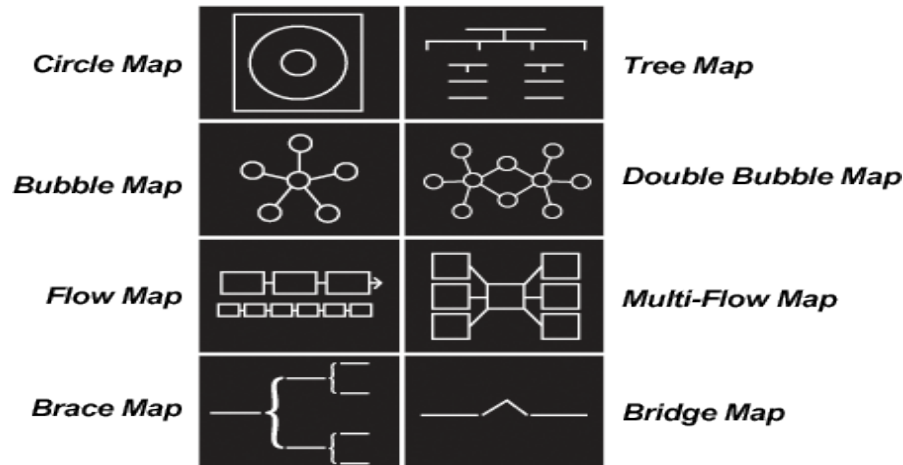
Step Three:

Identify Achievement Goals and Key Program/Improvement Strategies that Align with the District LEA Plan

Schoolwide Strategies to Achieve the 2017-2018 Goals

Bert Corona Charter School:

Underlying the three week intensive teacher training in-service was provided on Pacing Plans which were developed for each Content Area, key Hallmarks of the Teaching Frameworks based upon Robert Marzano's, "Art and Science of Teaching", Thinking Maps, SDAIE Strategies and strategies for effective instruction in mathematics. The use of assessment instruments to review data and align the findings to California Standards and ensure student mastery of content area standards and objectives. The following include the eight (8) Thinking Maps used in each classroom.



Using Data to Guide Intervention

Students are assessed on a quarterly basis to **Bert Corona Charter School** academic progress. Teachers use Data Director to put together their assessments using the data bank provided by NWEA and Illuminate. All questions are in Smarter Balanced format and are specifically designed to meet the California Content Standards. Using the results, students are grouped based on the level of intervention required. **Bert Corona Charter School** uses the Response to Intervention Pyramid as the model for intervention design. Students are grouped into the following 3 groups:

Tier 1- Universal Intervention- 90% of our students fall under this category and the intervention can be provided as a whole large group.

Tier 2- Small Group Intervention- 5 to 10 percent of our students fall under this category. These students receive the Universal Intervention and in addition would receive small group intervention after school or Saturday School.

Tier 3- Intensive Intervention- 1 to 2 percent of our students placed in this category receive the aforementioned intervention as well as individual assistance provided by the resource teacher. Most, if not all of these students receive special education services.

Strategies for English Learners

The results of Smarter Balanced testing reflect an overall need to continue strategies for English Learners, emphasis in reading comprehension, and writing. Another area of focus is on strategies in Mathematical skills to be used in both Algebra Readiness and Algebra. In addition to the schoolwide strategies described below, it is expected that the Thinking Maps strategies will have great impact for the English Learner Sub-group, as will the Hands-On Equations tools, described below.

The Thinking Maps materials have include Path to Proficiency, designed to provide adaptations and extensions in the use of Thinking Maps to assist teachers in building bridges to academic excellence and success for English Language Learners. The EL specific materials that will be implemented immediately.

Writing Strategies

Students write coherent and focused essays that convey well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student progress through the stages of the writing process will be focused on.

Reading Comprehension (Focus on Informational Materials)

Students read and understand grade level appropriate materials. They analyze the organizational patterns, arguments, and position advanced. The selections in Recommended Literature outlined by the California Department of Education Kindergarten through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. All students need to find the love of reading.

Algebra Readiness/Algebra

Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. Specifically, as it allows for the examination of student data, which **Bert Corona Charter School** will take to improve student achievement in the area, identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.

The following are also supplemental programs used to increase student learning:

- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.
- Success For All- *Success for All (SFA)*® is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.

Step Four:

Define Timelines, Personnel Responsible, Proposed Expenditures, and Funding Sources to Implement the Plan

For each goal set, specific actions to be taken to accomplish the goal, dates by which actions are to be started and completed, persons responsible, expenditures needed to implement the action, and each funding source budgeted for the goal.

Planned Improvements in Student Performance in the SPSA template provides for the recording of:

- School goal(s)
- Student groups that will participate in each goal
- Anticipated annual performance growth for each group
- Group data to be collected to measure academic gains
- Process for evaluating progress toward this goal
- Action steps to be taken to reach a school goal
- Start and completion dates for each action
- Personnel involved
- Proposed expenditures and estimated costs for each action
- Breakdown of funding source for each action

Provide an effective means of achieving the purposes of the program funding source

- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Do not fund services already required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

The list above addresses the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures. For more information on this subject, see the U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues.

Step Five:

Recommend the SPSA to the Local Governing Board

The SPSA will be presented for approval by the **Bert Corona Charter School** governing board for approval. This SPSA provides a format for recommending the proposed SPSA to the board and for giving assurance that the SSC:

- Is properly constituted
- Reviewed its legal responsibilities
- Sought input from applicable school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the local governing board for review

Step Six:

Implement the Plan

Tools to Support Monitoring of Data-Driven Instruction at **Bert Corona Charter School** include the following and use several information systems to support the operations. The primary systems are:

- PowerSchool - Student Information System (SIS), communication tools linking teachers
- and parents. Parents are trained and provided support on using the information posted.
- Data Director – student performance database and reporting tool
- 3 N Communication System – communication tool linking teachers and parents, this system allows **Bert Corona Charter School** to communicate with all our parents at once.
- Google Apps – open platform for deployment of teacher and student web tools
- Teachers also have an individual website-internet.

The main Student Information System (SIS) used at **Bert Corona Charter School** is PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.

Data Director, previously described, is the primary data store for longitudinal data for every student. The annual STAR scores are combined with the formative and summative assessment developed by the teachers to provide a rich set of indicators to **Bert Corona Charter School** with. The benchmark test questions are aligned with the state standards.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are not as expected, the Directors, Administrators works with the **Bert Corona Charter School** Advisory instructor and parent to discuss these questions:

How are performance targets and activities based on student performance and factual assessment of current educational practice?

- How educationally sound is our plan to help reach the targets?
- How timely and effectively is our plan being implemented?
- If the plan has not been implemented as written, what were the obstacles to implementation?
- What are the options in regards to recommended changes?
- How will these changes be measured?

Standardized Curriculum Pacing Plans

All **Bert Corona Charter School** faculties developed and are in the process of implementing curriculum guides (pacing guides) aligned to the California State Standards. The curriculum guides allow **Bert Corona Charter School** to set concrete goals for content mastery. For the

2011-2012 school year, the Directors, Administrators, and Coordinators evaluate teacher lesson plans and their pacing guides as presented. An ongoing process of our new **Bert Corona Charter School** iObservation online teacher collaboration tools is also used to ensure an alignment of what is planned and what is implemented in the classroom; as well as is instruction working. This web-based instrument ensures that a standard format is used by all of the teachers, and also provides greater information for the parents to **Bert Corona Charter School** their child's academic progress.

The pacing guides, together with the Data Director, Data and evaluations will guide teacher in specific teaching and re-teaching opportunities to ensure student mastery of content. Furthermore, the use of the **Bert Corona Charter School** Advisory has developed and fosters students' habits of mind to attain academic achievement, Standard Schoolwide Instruction Strategies

The Faculty and school leadership team have collaborated to designate these academic strategies for the school year:

- Application of the 8 Thinking Map maps in all subjects and grade-levels
- Standardized School-wide Academic Focus: Reading, Writing, and Mathematics (Essential skills are linked and integrated)
- Reading content includes high interest reading (i.e. popular culture, music, current events, etc.)
- Frequent and ongoing formative assessment data identifying emerging areas of need
- Development of an Individual Learning Plan for each student in collaboration with parents to set academic goals for the year
- Promote independent reading, and **Bert Corona Charter School** reading comprehension through Reading Logs, responding in writing to what has been read, and continued support in achievement
- Grade-reporting and portfolio conferences

Weekly Academic Self-Reflections is among these strategies.

Key Assignments

- Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, primary documents, case studies, etc.
- Written exams in addition to multiple choice/True-False exams
- Students will also write a report that critically examines a major event in the areas they are studying. This assignment is equivalent to a term paper. In this project, students will need to use both primary and secondary sources. This project will consist of a 5-7 page report, with a bibliography including six sources.

4. How will Staff be Prepared for the Action Steps?

The development of the faculty and staff is of primary importance to the **Bert Corona Charter School** community. As the school has progressed, student learning needs have been primarily

addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, **Bert Corona Charter School** recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps were taken in 2006-2007 and every year thereafter to increase professional development for leadership and staff. **Bert Corona Charter School** has had the good fortune of receiving professional development funding from NCLR (National Council of La Raza) in every year of operations. However, the school recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.

Continuous Professional Development

The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

Bert Corona Charter School has adopted an instructional model that focuses on the following strategies:

- collaborative learning
- writing to learn
- literacy groups
- questioning strategies
- scaffolding texts
- academic classroom talk
- Direct Instruction
- Use of technology

Professional Staff Development Plan is Aligned with ESSA

Staff professional development is aimed at closing the achievement gap. Orientation begins three weeks before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other.

All teachers attend professional development in-services offered by the administration once a month. Faculty meetings are held on designated Mondays from 2:30 pm until 4:30 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. **Bert Corona Charter School'** Block Schedule allows for teacher to prepare, observe other classrooms, research, and work on individual student plans.

Teachers have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs.

Staff is encouraged to attend workshops and professional development seminars throughout the year. In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and is an opportunity for teachers to collectively reflect and assess individual student academic achievement. These faculty meetings and in-services are facilitated by experienced staff members, educational consultants or professional experts. Staff development is models the quality of teaching that occurs at **Bert Corona Charter School** and assist teachers with planning and implementing a rigorous curriculum that is research-based and aligned to the California State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

Collaboration and Integration

Bert Corona Charter School also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. **Bert Corona Charter School** ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

The **Bert Corona Charter School** administration is responsible for implementing and evaluating the activities included in the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also supports the planning process by providing training and information applicable advisory groups.

Step Seven:

Bert Corona Charter School Implementation

How Progress will be Monitored **Bert Corona Charter School** Assessments

The following is a sample of the kinds of standardized reports available to the school community for analysis:

- **Bert Corona Charter School** Data Dashboard: Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced
- Smarter Balanced Test Results are mailed to our school, and in turn **Bert Corona Charter School** mails individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website.
- Each Advisory instructor reviews the Smarter Balanced data with each student during advisory classes. Classroom teachers review the data with parents during Parent-Teacher conferences.

- Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to **Bert Corona Charter School** the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.
- Curriculum Embedded Assessments: quarterly teacher/ department tests.
- CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
- API, the Academic Performance Index, is determined by the state. Our students' scores on the Smarter Balanced and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting academic progress growth.
- On the department level, teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student performance.
- Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress twice a year. Twice a year parents are provided report cards directly during parent conferences. Parents may contact teachers or meet with Advisory Advisor on a regular basis.
- PowerSchool/Illuminate provides telephone and internet communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

State Assessments

As is required by the California Department of Education, students will also participate in the Smarter Balanced and all other mandated accountability programs (CELDT/ELPAC, etc.). **Bert Corona Charter School** will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

If the **Bert Corona Charter School** issues the state assessments independently of the District, **Bert Corona Charter School** will grant authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Staginess, author of *Student Involved Classroom Assessment*, 3rd ed., 2001. Staginess' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have

been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

In the context of the assessments described above, **Bert Corona Charter School** will use the all available assessments. This system will allow teachers to generate standards-based assessments, and upload and analyze data in real time. Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will **Bert Corona Charter School** become complacent with the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Student interaction with teachers around data is a vital component of **Bert Corona Charter School**.

Mid-year Changes to the SPSA

Any of the following factors may indicate a need to amend the SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk of not meeting
- achievement goals
- Staff, equipment, or materials essential to the plan cannot be procured (e.g., unfilled positions, or materials that could not be supplied)
- Material changes occur that affect the academic programs
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents, or students

All revisions must be approved by the **Bert Corona Charter School**'s governing board.

Continue the Cycle

Bert Corona Charter School will continue to evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

The following questions will be address should the SPSA fail to achieve expected results:

- How well are school goals based on assessed student performance and a verifiable assessment of current educational practice at the school?
- How educationally sound is the plan as a means of reaching student achievement goals?
- Was the plan implemented in a timely and effective?

Performance Goal 1A:

All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

SCHOOL GOAL # <u>1</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase English Language Arts Proficient and Advanced score by 5 points for English Learners.	
<p>Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal: Bert Corona Charter School Data Dashboard: Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. Smarter Balanced Test Results are mailed to our school, and in turn Bert Corona Charter School mails individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website. Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences. Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to Bert Corona Charter School the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. Curriculum Embedded Assessments: quarterly teacher/ department tests. CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. API, the Academic Performance Index, is determined by the state. Our students' scores on the SMARTER BALANCED and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.</p>	<p>Data to be collected to measure academic gains: Bert Corona Charter School uses several information systems to support the operations. The primary systems are: PowerSchool/Illuminate- Student Information System (SIS) Data Director – student performance database and reporting tool Teleparent – communication tool linking teachers and parents School web-site with school focused collaboration tools Google Apps – open platform for deployment of teacher and student web tools The main Student Information System (SIS) used at Bert Corona Charter School is PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. Benchmarks, teachers' assessments and other identified results.</p>

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Bert Corona Charter School will take the following steps to align instruction with the content standards for reading:</p> <p>a. Administrators and teachers will align instruction with the content standards for reading by utilizing the research-based Backwards Design model that requires unpacking and prioritizing of standards.</p> <p>b. Literature strategies using independent level reading materials will be an integral part of the language arts program at Bert Corona Charter School.</p> <p>c. Rigorous vocabulary instruction has been adopted in all content area courses, using Robert Marzano’s Building Academic Vocabulary model. Students maintain a vocabulary journal.</p> <p>d. A school-wide reading plan will be implemented that incorporates background building, specific reading strategies, and post-reading applications of understanding for every reading presented to students in their content area classes.</p> <p>e. Use of Thinking Maps, and effective instructional strategies for English Learners.</p>	<p>Directors, Administrators, Coordinators, and teachers</p> <p>Directors, Administrators/ Language Arts Teachers</p> <p>All Teachers</p> <p>Directors, Administrators, Coordinators, All teachers</p>	<ol style="list-style-type: none"> 1. Leveled reading classroom libraries 2. Software 3. Programs 4. Coordinator 	<p>\$10,000</p>	<p>General Fund</p> <p>Title I</p> <p>Block Grant</p> <p>Other</p>

<p>Use of standards-aligned instructional materials and strategies:</p> <p>We have adopted the use of grade level novels using the California Reading List as a guide. An independent reading program that uses exile scores for appropriate reading assignments, monitoring, and reading comprehension will be used. Bert Corona Charter School is in the process of reviewing various on-line programs. Independent reading materials that use lexile scores for appropriate reading assignments, scores for appropriate reading assignment, monitoring, and reading comprehension will be purchased.</p>	<p>Directors, Administrators, Coordinators, and teachers (already adopted)</p> <p>Directors, Administrators, English Language Arts teachers</p> <p>Directors, Administrators/ All teachers</p>	<p>Additional books and teaching resources</p> <p>Novels and teaching guides</p> <p>1. Program 2. Libraries 3. Quizzes</p>	<p>\$1,500</p> <p>\$3,000</p> <p>\$10,000</p>	<p>General Fund Title I Block Grant Other</p>
<p>3. Extended learning time: All students are required to read for a minimum of 30 minutes each day. In addition, students must write in their reading journals about the reading, responding specifically to teacher created prompts. Students will receive additional reading instruction in the after-school program twice a week while using the same reading textbooks. One day of the week is dedicated to silent reading.</p>	<p>Language Arts teachers</p> <p>After-school program tutors (already in place)</p> <p>All teachers</p>	<p>Lending library</p> <p>Tutor's salary (21st Century Grant)</p> <p>Classroom libraries for social studies, science and math.</p>	<p>\$1,500</p> <p>21st Century Grant)</p> <p>\$2,000</p>	<p>General Fund Title I Block Grant Other</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased access to technology:</p> <p>The computer lab will be available to students during lunch and after-school for access to the Reading program. (Computer have been ordered)</p> <p>An electronic assessment program that provides lexile scores and language arts diagnosis will be used to better assist students in increasing reading comprehension, and vocabulary.</p> <p>A data management system that analyzes state test results will also be available for staffs' teachers. (Periodic Assessment Scoring System, ZOOM)</p> <p>Information related to attendance and student performance will be used (POWERSCHOOL, a web-based educational software program).</p> <p>Collaboration with parents in their child's attendance and academic progress by ensure that they have access to their child's grades, homework assignments and general attendance information using POWERSCHOO/Illuminate.</p>	<p>Executive Director, Directors, Administrators , Coordinators, all teachers and staff</p>	<ol style="list-style-type: none"> 1. Reading 2. Computers 3. Server 4. Support software 5. Training for each program 	<p>\$5,000</p>	<p>General Fund Title I Block Grant Other</p>

<p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teachers participated in 2 days of professional development during the summer 2014-2015 focused on literacy throughout the curriculum. All students are leveled according to their instructional levels and are taught accordingly.</p> <p>Every student is enrolled in a reading elective during their first period of the day.</p> <p>Each 10 weeks students are assessed to determine mastery levels and have the ability to move to a higher reading level if it is appropriate to do so.</p> <p>Presently teachers use the six traits of writing rubric. Teachers will receive training in a writing program once it is selected. It will be a program that has been proven to be effective in increasing ELL student's literacy.</p> <p>In addition, teachers presently work collaboratively each week during the school's professional development day to problem-solve together and share strategies for successfully working with low performing students.</p> <p>Administrators and teachers will also receive ongoing training on strategies used in research-based reading development methodology.</p> <p>Teachers will also receive training on the effective use of the standards based curricular materials adopted.</p>	<p>Directors, Administrators, Coordinators, and teachers</p>	<p>Summer training</p>	<p>\$3,500</p>	<p>General Fund Title I Block Grant</p>	
	<p>Language arts teachers</p>	<p>ELL training</p>	<p>\$2,700</p>		<p>Other</p>
	<p>Directors, Administrators, Coordinators, and teachers (ongoing)</p>	<p>Directors, Administrators, Coordinators, and teachers (ongoing)</p>	<p>Quarter (SFA) professional development by literacy consultant</p>	<p>\$8,000</p>	
	<p>Language Arts teachers</p>			<p>\$2,100</p>	

<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher lead together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading specialist, etc.</p> <p>All students are assigned a faculty advisor through Bert Corona Charter School’s Advisory model. The model allows teacher’s to more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p>	<p>Directors, Administrators , Coordinators, and teachers, parents</p>	<p>Information provided on school schedule</p>	<p>\$10,000</p>	<p>General Fund Title I Block Grant Other</p>
<p>Auxiliary services for students and parents (including transition into high school):</p> <p>Bert Corona Charter School has provided a week of summer bridge program for incoming 6th grade students. The summer bridge program will provide students with a tool kit and mentoring on Bert Corona Charter School expectations, mission, vision and their role as incoming students.</p> <p>Curriculum will be used to assess their levels in English Language Arts/Reading and Mathematics. Teachers who will be assigned as their advisors will be available from the beginning.</p>	<p>Directors, Administrators , summer bridge teachers</p>	<p>Summer session salaries</p>	<p>\$3,500</p>	<p>General Fund Title I Block Grant Other</p>

<p>Monitoring program effectiveness:</p> <p>The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments will be made as indicate by the data. In particular, assessments will be utilized four times a year to assess each student’s progress toward mastery of the standards for reading. The Directors, Administrators and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p>	<p>Directors, Administrators, Coordinators, and teachers</p>	<p>Five days of data analysis</p>	<p>\$3,500</p>	<p>General Fund Title I Block Grant Other</p>
<p>Targeting services and programs to lowest-performing student groups:</p> <p>All students scoring far below basic and below basic on the SMARTER BALANCED language arts test will receive extra help through an after-school reading intervention program.</p> <p>In the future summer school remedial classes will be offered to students who continue to perform below grade level after participating in the after-school intervention program during the academic year.</p>	<p>After school tutors Teachers (begin Summer 2010)</p>	<p>Tutor’s salary (21st Century Grant) Teacher’s summer stipend</p>	<p>(21st Century Grant) \$3,500</p>	<p>General Fund Title I Block Grant Other</p>
<p>Any additional services tied to student academic needs:</p> <p>Services include supplemental service for all students in ELA, Mathematics and ELD.</p>				

<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher Advisor together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading coach, etc.</p> <p>All students are assigned a faculty advisor through Bert Corona Charter School’s Advisement model/Advisory</p> <p>The model allows teacher’s to more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)</p>	<p>15% of Title I funding</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Bert Corona Charter School will provide a week summer bridge program for incoming students.</p>	<p>Directors, Administrators, summer bridge teachers</p>	<p>Summer session salaries</p>		<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<p>8. Monitoring program effectiveness:</p> <p>The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.</p> <p>In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student’s progress toward mastery of the standards for reading.</p> <p>The Directors, Administrators and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p> <p>Directors and Administrators will hold ongoing data conferences with every teacher for an opportunity to have them reflect and goal setting.</p>	<p>Directors, Administrators, Coordinators, and teachers staff</p>	<p>Five days of data analysis</p> <p>Setting of benchmarks, timelines</p> <p>Development of protocols for assessments</p>	<p>\$3,500</p>	<p>General Fund Title I Title III Block Grant Other</p>
<p>Targeting services and programs to lowest-performing student groups:</p> <p>All students scoring far below basic and below basic on the SMARTER BALANCE language arts test will receive extra help through an after-school reading intervention program.</p>	<p>After school tutors</p>	<p>Tutor’s salary</p>	<p>21st Century Grant</p>	<p>General Fund Title I Title III Block Grant Other</p>

<p>Any additional services tied to student academic needs:</p> <p>Homogenous flexible groupings are used to group students for differentiated reading instruction. Data from the SMARTER BALANCED test, 4Sight, Study Island, are used to create these groups.</p> <p>Project based learning activities will be a central focus to our unit development and community based projects will increase students' connection from home to school. Students working on a project for community services and as part of their culminating grade.</p> <p>Meeting the Needs of All Students "Individualization." Administering a program of individualized instruction has proven to be the most effective method in meeting the needs of Bert Corona Charter School's expected student population to ensure academic success.</p> <p>Bert Corona Charter School will ensure continuous improvement of all students, including those who may have fallen below grade level and those who have either met or exceeded grade level expectations, through the use of Personalized Education Plans</p>	<p>Directors, Administrators, Coordinators,</p> <p>Teachers</p> <p>All Staff</p>	<p>Teacher stipends for before school and after school student support, extra duty to review data and develop and implement effective strategies.</p> <p>Monitoring of student results, moving students forward.</p> <p>21st Century Tutor</p>	<p>\$8,000</p> <p>Grant Allocation</p>	<p>General Fund Title I Title III Block Grant Other</p>
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Performance Goal 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

<p>SCHOOL GOAL # _1_B (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase Mathematics Proficient and Advanced score by 5 point for English Learner sub-group.</p>	
<p>Student groups and grade levels to participate in this goal: All students’ grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Bert Corona Charter School Data Dashboard: Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. • Test Results are mailed to our school, and in turn Bert Corona Charter School mails individual data results home to the student’s parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website. • Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to Bert Corona Charter School the student’s academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/ department tests. • CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. <p>API, the Academic Performance Index, is determined by the state. Our students’ scores on the SMARTER BALANCED and additional demographic statistical information are used by the state to determine our</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Bert Corona Charter School uses several information systems to support the operations. The primary systems are: • PowerSchool - Student Information System (SIS)Data Director – student performance database and reporting tool • 3N– communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Bert Corona Charter School is PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers’ assessments and other identified results.

<p>API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.</p>	
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Performance Goal 2:

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

SCHOOL GOAL # 2
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)
Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.

<p>Student groups and grade levels to participate in this goal: All students’ grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Bert Corona Charter School Data Dashboard: Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. • Smarter Balanced Test Results are mailed to our school, and in turn Bert Corona Charter School mails individual data results home to the student’s parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website. • Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to Bert Corona Charter School the student’s academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/ department tests. • CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. • API, the Academic Performance Index, is determined by the state. Our students’ scores on the Smarter Balanced and additional 	<p>Data to be collected to measure academic gains: Bert Corona Charter School uses several information systems to support the operations. The primary systems are:</p> <ul style="list-style-type: none"> • PowerSchool - Student Information System (SIS) • Data Director – student performance database and reporting tool • 3N – communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Bert Corona Charter School is PowerSchool. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers’ assessments and other identified results.

<p>demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.</p>	
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Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
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Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant; Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b Bert Corona Charter School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> • Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios. • Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Bert Corona Charter School receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p>								
		<table border="1"> <thead> <tr> <th style="background-color: #e0f2f1;">AMAO's</th> <th style="background-color: #e0f2f1;">Measurable Goals</th> </tr> </thead> <tbody> <tr> <td> Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level. </td> <td> Administer the CELDT/ELPAC to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services. </td> </tr> <tr> <td> Progress in the percentage of students who become proficient in English. </td> <td> Increase English Learner redesignation ratio yearly. Continue to Bert Corona Charter School students who have been redesignated and work with students at each level. </td> </tr> <tr> <td> Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above </td> <td> Bert Corona Charter School </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT/ELPAC to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Bert Corona Charter School students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Bert Corona Charter School
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Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Bert Corona Charter School									
	<p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students. at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>									

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
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<p>R e q u i r e d A c t i v i t i e s</p>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>meeting the annual measurable achievement objectives described in Section 3122;</p> <p>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</p> <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</p> <p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>Bert Corona Charter School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios, incorporations of Thinking Maps, and effective Instructional strategies.</p> <p>Use of SFA, Vocabulary, 4Sight, and other materials to assist EL students.</p> <p>Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p> <p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.</p>
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <ul style="list-style-type: none"> • The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects 	<ol style="list-style-type: none"> 1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students. 2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>The Directors, Administrators, Coordinators, and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English Language proficiency and their mastery of content standards.</p> <p>Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</p>	
<p>Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

Allowable Activities	<p>5. Provide –</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Bert Corona Charter School will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>High Point will be used as an ELD program and an intervention program for our students scoring below basic on the SMARTER BALANCED test. An ELD based writing program will be implemented school-wide. (In progress)</p> <p>The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers’ performance.</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students. • The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students’ ELD levels.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>To improve English language skills of LEP children; and</p> <p>To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>Yes or No</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Description of how the LEA is meeting or plans to meet this requirement.</p> </div> <p>If yes, describe:</p> <ol style="list-style-type: none"> 1. Bert Corona Charter School will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC) 2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent training session on how to best support their child’s instruction at home.

	<p>9. Improve the instruction of LEP children by providing for – The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.</p>	<p>Yes or No Yes</p>	<p>If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased. Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>
<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open Advisory.</p>

<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>CELDT/ELPAC is administered, and testing for placement within the 30 days after the beginning of the school year.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>EL families are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the CELDT/ELPAC, 3) their child’s progress in meeting California standards in academic subjects as measured by the SMARTER BALANCED tests.</p>

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
<p>Teachers’ results reflect a consensus that they are supported in instructional delivery, effective strategies, coaching, etc.</p> <p>Assessment tools are useful and results offer an insight on student progress.</p> <p>Monitoring is conducted during each course/class time in addition to Advisory/Advisory.</p> <p>Professional Development offered weekly provides resources; support and challenges can be addressed.</p> <p>Teachers and staff request additional and ongoing support in specific areas; EL’s, Mathematics, English Language Arts, etc.</p>	<p>More time to reflect and provide supplemental services.</p> <p>Continued support with effective instructional strategies.</p> <p>Continued support in effective Mathematics strategies for ELs.</p>

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

<p>SCHOOL GOAL # <u>3</u></p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> All Bert Corona Charter School core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. 	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Bert Corona Charter School student population 6th through 8th grade will be taught by highly qualified teachers.</p>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> State Mandated Tests Portfolios of written work Teacher developed assignments and assessments Oral presentations Faculty-developed rubrics Classroom Projects Year-end Capstone projects AMO's for English Language Arts and Mathematics
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Bert Corona Charter School will rank 6 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. Bert Corona Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. Bert Corona Charter School's academic performance on the Smarter Balanced will be equal to or better than the academic performance of the LAUSD schools that Bert Corona Charter Middle School students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal. Specifically, at least 35% of students will 	<p>Data to be collected to measure academic gains:</p> <p>MÉTHODES TO MEASURE STUDENT OUTCOMES Bert Corona Charter School uses the following methods to assess student progress and fulfillment of instructional objectives:</p> <ul style="list-style-type: none"> School wide Quarterly Assessments, such as Gates-MacGinitie and 4Sight (see Appendix G for description), is used to Bert Corona Charter School student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. Classroom Assessment provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers Bert Corona Charter School student progress through exams, essays, research assignments, presentations, and

score proficient or above on the Smarter Balanced English Language Arts on average. At least 38% of students will score proficient or above on the Smarter Balanced Math on average. These are the average scores of the highest achieving middle school in the neighborhood, Adams Middle School.

- **Bert Corona Charter School's** academic performance on the Smarter Balanced will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.
- Students at **Bert Corona Charter School** will meet or exceed the outcomes identified in the Every Student Succeeds (ESSA) for growth targets in the year prior to charter renewal or in two of the last three years prior to renewal.

group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child's progress and report cards will be sent home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Portfolios** provide students with the opportunity to reflect upon and demonstrate their learning. Students at **Bert Corona Charter School** documents their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a **quarterly** basis and submitted **annually** by each student.
- **Capstone Projects** at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Capstones may take the form of an exhibit, community project, or theatrical presentation. Students in the 6th grade create stops along the Silk Road, complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 7th grade stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution, compete with an analysis of the impacts on science and society. Students in the 8th grade complete a service learning project on the technology divide and its impact on freedom, equality, and democracy, conducting surveys and data analysis and creating a proposal for presentation to local authorities.
Bert Corona Charter School staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take part, providing constructive critique and assessment of capstone projects.
- **State Standardized Testing:** Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the Smarter Balanced exams.

Planned Improvements for Professional Development (Title II)

Performance Goal 3

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> The Directors, Administrators will conduct yearly professional development needs assessment of the staff with respect to the highly qualified teacher criteria. Any professional development activities planned will be based on the determined growth areas and their relationship to each student’s mastery of state standards. The Directors, Administrators and teachers will: 1) Bert Corona Charter School student progress through examination of student assessment, 2) adapt existing programs and instructional methods to better meet the needs of the student population. During weekly collaborative, cross-curricular planning times, teachers will build on the schoolwide projects and concepts 	<p>Directors, Administrators, Coordinators</p> <p>Teachers (ongoing)</p> <p>Annual process</p>	<p>Professional Development</p> <p>Teacher Stipends</p> <p>Materials and Supplies</p>	<p>\$10,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<p>that have been introduced in the weekly in-services.</p> <ul style="list-style-type: none"> • Teachers are provided with weekly individual planning time to be used to plan, reflect and improve their quality of teaching. • In all cases, collaborative or individual planning begins with the standards and data. Teachers look at multiple forms of assessments to determine which standards have been mastered, by which students, data-driven instruction. 				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The professional development activities chosen will be based on literature review of research-based methodologies proven to be effective with similar student populations.</p> <p>Professional development is aimed at closing the achievement gap. All teachers attend professional development in-services offered by the administration, lead teachers, and in some cases academic consultants. Themes included:</p> <p>Using assessment data to plan</p> <ul style="list-style-type: none"> • Scientific based reading instruction-effective strategies • Content Area literacy • Special Education • Effective mathematics instruction • Schoolwide study practices • Implementation of a rigorous, college preparatory curriculum aligned to state standards. • Teaching across grade levels • Cambridge Review 	<p>Directors, Administrators</p> <p>Teachers (ongoing)</p>	<p>Consultant</p> <p>Teacher Trainings</p>	<p>\$2,500</p> <p>\$2,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The school will strive to eliminate the achievement gap by engaging in professional development activities that will enable our students to receive positive gains. Student progress will be measured using a variety of formative and summative assessments. The data obtained will yield the measures needed to guarantee that the impact to student learning is substantial.</p> <p>Faculty members use a wide variety of proven teaching strategies to support each student’s individual learning style including those identified as special education participants and English Language Learners, i.e. all staff teach using SDAIE strategies. SDAIE helps teachers deliver challenging, grade-level content within heterogeneous classrooms. Techniques may include the use of simple sentences and less use of idioms in lectures, body movement and gestures, or a series of related visual aids posted on classroom walls. These types of strategies help support all learners, which includes special education and English language learners.</p> <p>Student mastery of standards does not always take place at the same time, teachers use multi-tasked assignments to incorporate both material that has been covered and material that has not yet been covered to pre-teach and re-teach. In this way, struggling students have multiple opportunities, and a variety of avenues, to learn</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p> <p>(Ongoing)</p>	<p>Academic Consultant</p> <p>Teacher Workshops</p> <p>Teacher Materials</p>	<p>\$3,000</p> <p>\$3,000</p> <p>\$2,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<p>materials, review it, and master it.</p> <p>Multi-task projects, reciprocal teaching, collaborative testing reviews, and other learning apprenticeship strategies are examples of techniques that teachers use to re-teach material already taught. Meeting the needs of all students by providing multi opportunities to practice, to be challenged, to be critical thinkers, and to apply what they have learned.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The school will strategically design its professional development in a Bert Corona Charter School that will maximize student learning within the guidelines of Title II, Part A, Subpart 2 and other Federal, State and local programs.</p> <p>An ELL coordinator and literacy consultant will meet Bi-monthly with the Directors, Administrators and staff to ensure that activities chosen meet all compliance standards.</p>	<p>Directors, Administrators, ELL coordinator. Literacy consultant</p> <p>(Ongoing)</p>	<p>Categorical programs</p> <p>Teacher Stipend</p>	<p>\$6,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>
<p>The professional development activities that will be made available to teachers and Directors, Administrators and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and Directors, Administrators will be met:</p> <p>1. Teachers will be receiving professional development in the areas of understanding how students learn, the utilization of effective ways to improve reading and math abilities in all content areas, the incorporation of the effective instructional model, and effective SDAIE strategies for sheltered classes.</p> <p>2. Teachers will receive ongoing in-classroom coaching through collaboration with Bert Corona Charter School teachers and the</p>	<p>Directors, Administrators, Coordinators, and teachers, literacy consultant, math consultant</p>	<p>Literacy consultant</p> <p>Math consultant</p> <p>Teacher In-service</p>	<p>\$5,000</p> <p>\$5,000</p> <p>\$2,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<p>literacy and math consultant.</p>		<p>Conference fees</p>		
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>All English/Language Arts teachers will work with library media teachers to develop students' facility with the complex computer based, electronic text environment by:</p> <p>Teaching different electronic sources available in the classroom, school library.</p> <p>Teaching names, purposes, methods, and limitations of different electronic sources (e.g. automated library catalog, Web sites, e-mail).</p> <p>Creating a clearly defined task to ensure that students gain appropriate experience from working in the electronic text (e.g., automated library catalog).</p> <p>Teaching students to open existing files, save files, and create new files in the word-processing program they will use most frequently.</p> <p>Teaching the basics of navigation, text manipulation, and editing within the word processor, including use of:</p> <ul style="list-style-type: none"> • The control key to change the location of the cursor, highlight text, or access menus, commands, and icons; • navigation keys, such as the page up, page down, and arrow keys; 	<p>Directors, Administrators, Coordinators, and teachers, parents, students, staff</p> <p>On-going</p>	<p>Computers Stations</p> <p>Computer Programs</p> <p>Reading</p> <p>Math</p> <p>Server</p> <p>Support software</p> <p>Teacher and staff training for each program</p>	<p>\$7,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<ul style="list-style-type: none"> • common commands on the keyboard and • copy, cut, and paste command functions for text manipulation and editing. <p>The computer lab will be available to students during lunch and after-school for access to the Reading program and math programs. An electronic assessment program that provides lexile scores and language arts diagnosis will be used to better assist students in increasing reading comprehension, and vocabulary. A data management system that analyzes state test results will also be available for staffs’ teachers. (Periodic Assessment Scoring System) Information related to attendance and student performance will be used (POWERSCHOOL/Illuminate, a web-based educational software program). Collaboration with parents in their child’s attendance and academic progress by ensure that they have access to their child’s grades, homework assignments and general attendance information using POWERSCHOOL/Illuminate.</p>				
<p>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher Advisor together with the student will create a learning improvement plan and shared with the parent(s) for support.</p> <p>SST meetings will be held for students who are requiring additional help and intervention and who would benefit from input from other professionals, such as a resource teacher, counselor, reading coach, etc.</p> <p>All students are assigned a faculty advisor through Bert Corona Charter School’s Advisory model. The model allows teacher’s to</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold an Annual Conference</p> <p>Title I</p> <p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters,</p>	<p>\$3,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<p>more effectively communicate with and form connections with parents.</p> <p>Parents are invited to attend the students’ end of the unit exhibition of mastery, and community members are also invited to the end of the year showcase.</p> <p>Ongoing collaboration with all stakeholders.</p>		<p>Bulletins, POWERSCHOO L and conferences (Individual, group, etc.)</p>		
<p>How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Bert Corona Charter School holds a one-week summit during the summer where student performance data, parent evaluations, teachers’ evaluations, and students’ evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.</p> <p>The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.</p> <p>In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student’s progress toward mastery of the standards for reading.</p> <p>The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process</p>	<p>Executive Director</p> <p>Directors, Administrators</p> <p>Teachers ongoing</p> <p>Students</p> <p>Parents</p> <p>Staffs</p> <p>Board members</p>	<p>Five days of data analysis</p> <p>Setting of benchmarks, timelines</p> <p>Development of protocols for assessments</p>	<p>\$8,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>How the LEA will provide training to enable teachers to:</p> <p>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>Involve parents in their child's education; and</p> <p>Understand and use data and assessments to improve classroom practice and student learning.</p> <p>All students scoring far below basic and below basic on the Smarter Balanced language arts test will receive extra help through an after-school reading intervention program.</p> <p>An extended year program will be offered to students who continue to perform below grade level after participating in the after-school intervention program during the academic year.</p> <p>The following educational practices that foster the learning environment where learning best occurs includes:</p> <ul style="list-style-type: none"> • student-centered curriculum with clearly articulated learning objectives • project-based learning activities • acknowledgment of so-called "failure" as a necessary stepping stone for further investigation • collaborative investigations and demonstrations • mini-lessons that address specific skills within the 	<p>After school tutors</p> <p>Teachers</p>	<p>Tutor's salary</p> <p>Teacher's summer stipend</p>	<p>\$3,500</p> <p>\$6,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Block Grant</p> <p>Other</p>

<ul style="list-style-type: none"> • context of larger projects • giving guidance and adequate time to self-reflect and self-assess • authentic assessments <p>The following is a sample of the kinds of standardized reports available to the school community for analysis:</p> <p>Bert Corona Charter School Data Dashboard: Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data.</p> <p>SMARTER BALANCED Test Results are mailed to our school, and in turn Bert Corona Charter School mails individual data results home to the student’s parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website, Dataquest.</p> <p>Curriculum Embedded Assessments: quarterly teacher/ department tests.</p> <p>CELDT/ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <p>Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisory Advisor on a regular basis.</p> <p>Telephone and web/internet communication tool used to provide parents with up-to-date information about their students’ attendance, class performance and test scores, as well as school events and upcoming activities.</p> <p>The purpose of the Bert Corona Charter School assessments is to</p>				
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<p>support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.</p>				
<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Bert Corona Charter School has two (2) internal staff members who are BTSA providers who can support teachers completing the requirements for a California Commission on Teacher Credentialing Professional Clear credential and CLAD or BCLAD certification for all teachers</p> <p>Bert Corona Charter School provides local test preparation support for teachers.</p>	<p>Directors, Administrators, Academic Consultant</p> <p>Teachers</p>	<p>Consultant</p> <p>BTSA</p>	<p>TBA</p>	<p>Title II</p> <p>Other</p>

Performance Goal 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>Small student population</p> <p>Strong Advisory program</p> <p>Strong student council program</p> <p>Strong Parent Involvement and Support.</p>	<p>Improved offering of counseling services</p> <p>Good character development program</p> <p>Improved drug-free program</p> <p>Improve academic rigor</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<p>The school provides an after school program to assist students in the areas of mathematics and language arts. The school has a student council program that allows students to plan activities that will help foster healthy social attitudes and develop leadership. The school has a system, which delineates consequences associated with the various behavioral and academic violations. The system allows students to make good decisions and helps them develop the ability to operate effectively in a structured environment with clear expectations.</p>

Performance Goal 5

All students will graduate from high school

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>Bert Corona Charter School graduates will be college and career ready.</p> <p>Although Bert Corona Charter School is a middle school, it will address and encourage students to be college bound.</p> <p>An ongoing support system that includes Advisory</p> <p>Highly Qualified teacher that can offer ongoing support</p>	All students	<p>All Staff</p> <p>July 2010</p> <p>Teachers and Administration setting Calendar and Goals</p> <p>July-August</p>	<p>College preparation through all courses, advising/Advisory, field trips to local colleges, and assistance with completing applications.</p> <p>A strong and engaging curriculum to provide for student academic achievement. Pacing Plans, Lesson Plans, etc.</p> <p>Teacher support from SFA and other consulting</p>	General Fund/ Supplemental Funds

	<p>Before and After school support</p> <p>Sports and Team Activities</p> <p>Other Science activities</p> <p>Student, Teacher Parent Compact</p> <p>Ongoing meetings with Parents</p> <p>Ongoing Parent Workshops and trainings.</p> <p>Cambridge Review team meetings with all stakeholders, including parents and students.</p>		<p>Summer Intervention for students July</p> <p>September School Starts</p> <p>Teacher PD held every Wednesday</p> <p>From 2:30 – 4:30</p> <p>Designated PD Dates and focus</p> <p>Cambridge Review Home groups/Focus Groups</p>	<p>services</p> <p>Student grades and CST scores at proficiency and advance.</p> <p>Team participating in competitions</p> <p>Hands on production of science solar systems</p> <p>Parent Coordinator- assist parents in activities and leadership roles</p> <p>Provide workshops and trainings-agendas, meetings, next steps</p> <p>Evident in Agendas, sign in sheets, meetings, results</p>	
<p>5.2</p> <p>(Dropouts)</p>	<p>Students will have better attendance rate than all neighboring traditional public Middle Schools.</p> <p>Student engagement in their academic achievement, goal setting, support</p>	<p>All students</p>	<p>All Staff</p> <p>Monitoring from Administrative</p>	<p>Average Daily Attendance (ADA) computed monthly using state ADA form. New CALPADS</p>	<p>General Fund</p> <p>Title I</p> <p>Other funds</p>

	<p>from teachers, administrators, and staff.</p> <p>Use schoolwide goals to ensure students are focused on academic achievement.</p> <p>Reading Comprehension</p> <p>Writing across the curriculum</p> <p>Mathematics-Algebra I; Algebra Readiness</p> <p>Meeting API and AYP</p> <p>Parents supported through workshops, trainings and leadership roles in committees and overall partnership in the school.</p> <p>Parent, Teachers Students visiting schools, holding conversations to remedy challenges and celebration of accomplishments through assemblies, newsletters, recognition, etc.</p> <p>Student focused environment-academic rigor, note taking, conversations on what is being taught</p>		<p>Staff</p> <p>Advisory/ Advisement held to support students on a daily basis.</p> <p>Before and After school learning support</p> <p>Parent Coordinator schedules trainings, parent support</p> <p>Professional development from Consultants, in school experts, coaching and</p>	<p>Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact)</p> <p>Offer students opportunities to engage in their goal setting, Personal Educational Plan.</p> <p>Use effective instructional strategies that are aligned to California State Standards. Use of Tier I, II and III instructional strategies.</p> <p>Provide teachers with professional development and support for effective teaching strategies, coaching and mentoring.</p> <p>Student conversations with Directors,</p>	
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	<p>and the student’s view.</p> <p>Administer and assist students when result are less than 380 (350 is passing AYP recognizes 380)</p> <p>Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.</p>		<p>teacher support.</p>	<p>Administrators, Executive Director, Teachers, Parent Coordinator, Staff at all level on their needs, advisement and challenges</p> <p>Support student before and after school.</p> <p>Testing Prep support</p>	
<p>5.3 (Advanced Placement)</p>	<p>Academic Rigor across subject areas to increase students at Advanced and Proficient.</p> <p>Professional Development offered to teachers, administrators, staff and parents.</p> <p>Through the student project students</p> <p>Due to the student population and its major need Bert Corona Charter School will engage its community to participate in the partnership of</p>	<p>All students</p>	<p>All staff</p> <p>Teachers continue to support Advisory designated students.</p> <p>Collaboration across content areas to support students.</p>	<p>Ensure that student have access to a rigorous curriculum aligned to California Standards, ongoing assessments.</p> <p>Research-based Practices: Curriculum and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation</p>	<p>General Fund</p>

	<p>recruitment and retention.</p>		<p>Administrative Staff to support recording of Attendance, grades, assisting in creating a clean, safe and rigorous learning environment.</p>	<p>instruments.</p> <p>Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community.</p> <p>Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.</p> <p>Instructional Strategies to include: (Narrative)</p> <p>Covert Strategies</p> <ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider <p>Overt Strategies</p> <ul style="list-style-type: none"> • Restate in Journal/Notes • Cooperative Groups • Response Boards 	
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				<ul style="list-style-type: none">• Graphic Organizers• Pair-Share• Brainstorm• Other Activities: Inquiry Activities, Current Events, Written/Oral Presentations, Peer Teaching, Short/Long-term projects, Guest Speakers, Essential Questions, Summarization instructional strategies to include:	
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with	
	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Income Eligibility Survey data is used as the poverty index to determine eligibility for Free and Reduced School Lunches.</p> <p>Free and Reduced Lunch Applications</p>
<ul style="list-style-type: none"> • Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Student Services Survey</p> <p>Student Advising sessions</p> <p>Parent Communication</p> <p>Self-referrals</p>

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <p>A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</p> <p>Effective methods and instructional strategies based on scientifically-based research.</p> <p>Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</p> <p>Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards.</p> <p>Instruction by highly qualified teachers and strategies to attract and keep</p>	<p>Application for Schoolwide Program was submitted:</p> <p>Student Services Survey</p> <p>Student Advising sessions</p> <p>On-going Parent Communication</p> <p>Self-referrals</p> <p>A comprehensive needs assessment of the entire school in relation to state standards is conducted and monitored.</p> <p>Use of effective methods and instructional strategies based on scientifically-based research. Bert Corona Charter School uses a block schedule that provides students with extensive direct instruction, pre teaching, re teaching and checking for understanding.</p>

<p>such teachers.</p> <p>High quality and ongoing professional development for teachers, Directors, Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <p>Strategies to increase parental involvement.</p> <p>Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</p> <p>Timely and effective additional assistance to students who experience difficulty mastering state standards.</p>	<p>Bert Corona Charter School uses strategies that give primary consideration to extended learning time.</p> <p>Instruction by highly qualified teachers and strategies to attract and keep such teachers.</p> <p>Highly quality and ongoing professional development for teachers, Directors, Administrators, parents and other staff.</p> <p>Effective learning strategies to increase parent involvement.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, Directors, Administrators, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Not applicable</p>

Additional Mandatory Title I Descriptions

(continued)Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <p>Identify children who are failing or most at risk of failing to meet the state academic content standards.</p> <p>Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</p> <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	<p>Not applicable</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Bert Corona Charter School will work closely to ensure services to students identified as homeless are served</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Bert Corona Charter School serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional</p>

	instructional support is offered.
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Additional Mandatory Title I Descriptions

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <p>Assistance in developing, revising, and implementing the school plan.</p> <p>Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</p> <p>Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</p> <p>Assistance in analyzing and revising the school budget so the school’s resources are used effectively.</p>	<p>This SPSA has integrated the purposes and requirements of all state and federal categorical programs in which the Bert Corona Charter School participates into this document.</p> <p>The SPSA also serves as the organizer for an individual school’s improvement process. This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. This SPSA includes the following:</p> <ul style="list-style-type: none"> • Builds on a premise that students are capable of learning with effective instruction • Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts • Is based on verifiable data analysis • Focuses on student achievement and academic interventions • Implements high leverage school improvement actions • Directs resources where they will most directly improve student academic achievement • Ensures that all resources are aligned to serve identified students’ needs

	<ul style="list-style-type: none"> • Uses research based strategies • Implements strategic coordination of resources • To set school goals, Bert Corona Charter School's Leadership Team, Teacher Leads, Administrators, staff, Parents and Community Members established priorities as stated in the LEA Plan, an assessment of both state and local quantitative and qualitative student achievement data to evaluate effectiveness of instructional program, and collectively came to the following consensus about solutions.
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Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	A letter was distributed to all students, families and were notified of their rights to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Bert Corona Charter School continues to provide school choice and services to eligible students, services offered before and after school and additional hours.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and Directors, Administrators, and, if appropriate, pupil services personnel, administrators, parents, and other staff,

including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, Directors, Administrators, and other staff.	All professional development activities are supportive and consistent with Bert Corona Charter School ’s students learning goals. All professional development has been coordinated and schedule as per the needs assessment and teacher requests for specific instructional strategies. All workshops, training, in-services are aligned with Bert Corona Charter School ’s mission, vision and educational goals. The staff inclusively is working on continuing a professional learning community where everyone has a voice and is valued.
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	Research has indicated that parent involvement is critical and necessary in a student’s education with this is mind Bert Corona Charter School honors the commitment and efforts of our parents to become involved, visit the classrooms, work in coordination with Administration, Teachers, their child in making sure we support and sustain their academic achievement. Through these efforts parent workshops, in-services and on-going communication is provided.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory

children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <p>Even Start Head Start Reading First Early Reading First Other preschool programs</p> <p>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</p> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrants, and limited-English proficient, and children with disabilities are addressed.</p>

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency’s authority to obtain waivers on the school’s behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State’s proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

▪ **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student’s home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

■

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

▪ **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

▪

▪ **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

▪ **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

▪ **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

▪
New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

▪
Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

- **California's NCLB Performance Goals and Performance Indicators**

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1. Performance indicator: The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education’s Expert Panel, or the University of Colorado’s Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education’s publication Getting Results. Websites where additional information can be found about each program’s description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	▪ x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin’s LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education’s Expert Panel, the University of Colorado’s Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C

Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C

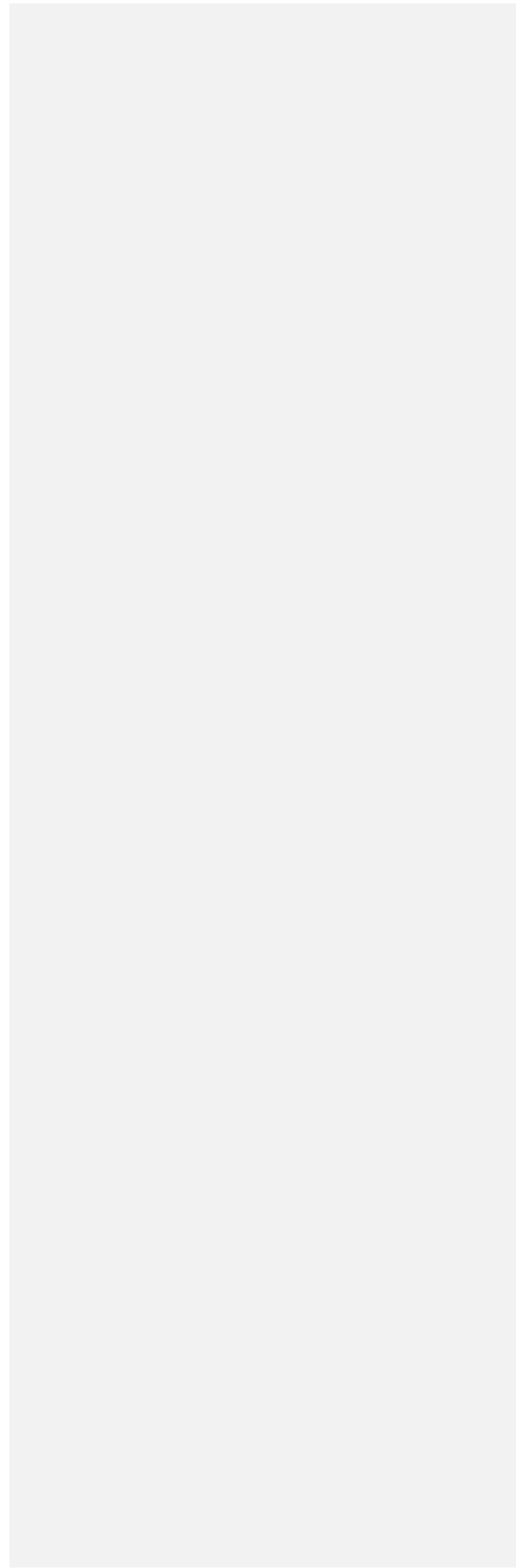
Coversheet

YPICS Fiscal Policy

Section: V. ITEMS SCHEDULED FOR ACTION
Item: A. YPICS Fiscal Policy
Purpose: Vote
Submitted by:
Related Material: YPICS Fiscal Policies and Procedures 112017YZ.docx

YPI Charter Schools Inc. (YPICS) Fiscal Policies & Procedures

Proposed November 2017



YPI Charter Schools Inc. (YPICS) Fiscal Policies & Procedures

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YPI CHARTER SCHOOLS INC. FISCAL POLICIES AND PROCEDURES

Proposed November 2017 – edits YZ

Introduction

The Governing Board of YPI Charter Schools Inc. (YPICS) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of YPI Charter Schools Inc. to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation.
- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.

YPI CHARTER SCHOOLS INC. FISCAL POLICIES AND PROCEDURES

Proposed November 2017 – edits YZ

Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

Procedures:

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation at its site until the prior year audit has been completed.
- ExED will deliver financial records to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Executive Director, certain documentation may be maintained for a longer period of time.
- Financial records will be shredded at the end of their retention period.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted.

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Executive Director.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Executive Director's performance annually and establishes the salary.
- Reviews and approves all contracts over \$50,000.
- Reviews and approves all non-budgeted expenditures over \$50,000.
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.

Fiscal Policies & Procedures

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- Appoints someone else to perform the duties of the Executive Director in the case of absence.

Executive Director

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED.
- Reviews and approves all contracts under \$50,000.
- Reviews and approves all expenditures under \$50,000.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

Chief Operations Officer (Chief Financial Officer)

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED
- Approves payroll
- Oversees budgets

Executive Administrator

- Is responsible for the daily operations and activities related to financial management
- Manage site budgets
- Approve site payroll

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- All administrative employees are required to take annual vacations of at least five (5) consecutive days. During the mandatory vacation, responsibilities shall shift to another employee who has been cross-trained in those responsibilities.

Financial Planning & Reporting

Budgeting Process

Policy: In consultation with the Executive Director and Finance Committee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

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Procedures:

- The Executive Director will work together with the Chief Operations Officer, Chief Financial Officer and all program managers, Executive Administrators to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization’s standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year.
- The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis at scheduled board meetings.

Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also present a check register at each board meeting.
- The Executive Director, Chief Operations Officer, and Board Finance Committee will review financial reports each month.
- ExED and/or the Finance Committee will present the financial reports to the Governing Board at each meeting.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization’s financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget’s Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement.

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After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and approve the audit no later than December 15.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15.

Tax Compliance

Exempt Organization Returns

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:

- ExED will work with the tax preparer to complete the organization's tax returns.
- The Executive Director will review the tax returns before submitting to the Governing Board for final approval prior to May 15.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: ExED will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

Procedures:

- ExED will prepare employee W2s by January 31 each year.
- ExED will file quarterly payroll tax reports (941 and DE9) by the filing deadline.

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Revenue & Accounts Receivable

Cash Receipts

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the ~~Chief Operations Officer~~ Chief Financial Officer or Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the ~~Coordinator of Accounts Payable~~ Designated Staff Member immediately.
- The ~~Coordinator of Accounts Payable~~ Administrative designee and the staff designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval. The ~~Coordinator of Accounts Payable~~ Administrative Designee will immediately put the funds in a secure, locked location.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the Program Coordinator.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.
- Once a week, the ~~Coordinator of Accounts Payable~~ Accounts Payable Department will log cash or checks received into the Cash Receipts Book. ~~Copies of Cash Receipt records should be sent to ExED for posting into the general ledger.~~ collect checks and cash from schools.
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

Policy: The ~~Chief Operations Officer~~ Chief Financial Officer or Executive Administrator or designee is responsible for making bank deposits. Deposits totaling less than \$2,000 will be made weekly. Deposits totaling more than \$2,000 will be deposited within 72 hours.

Procedures:

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- The ~~Coordinator~~ of Accounts Payable Department will restrictively endorse each check received (e.g. For Deposit Only YPIC Charter Schools, or Bert Corona Charter School, or Monseñor Oscar Romero Charter School, or Bert Corona Charter High School).
- The Accounts Payable Department will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The deposit packet will include a copy of each check and a bank deposit slip.
- The ~~Chief Operations Officer~~ Chief Financial Officer or Executive Administrator will review and approve the deposit packet.
- The ~~Chief Operations Officer~~ Accounts Payable Department or Administrative Designee will make the deposit and attach the deposit receipt to the deposit packet.
- The Accounts Payable Department will forward the deposit packet to ExED.
- ExED will reconcile the cash receipts to the deposit slip and the bank statement as part of the monthly close process.

Expense & Accounts Payable

Payroll

Policy: Employees are paid on a semi-monthly basis (15th and end of month). Under the supervision of the Executive Director, ExED will be responsible for processing payroll through a third-party provider.

Time Sheet Preparation & Approval

Policy: All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Procedures:

- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.
- Supervisors will return, either physically or via the payroll system, incomplete timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return.
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Payroll Additions, Deletions, and Changes

Commented [Office1]: Are we leaving this one in there for non-exempt?

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Policy: The Executive Director, or Chief Operations Officer **Chief Financial Officer, or Executive Administrator** are authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

- Chief Operations Officer **Chief Financial Officer** or Coordinator of accounts payable will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll dead**line**

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

Procedures:

- Five days prior to each check date, the Executive Director or Chief Operations Officer **Chief Financial Officer** will provide ExED with a summary payroll report that includes:
 - A listing of salaried staff to be included in the payroll and an accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
 - The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll based upon the summary payroll report and submit the "Register Prior to Processing" to the ExED Accounting Manager (AM) or Vice President (VP), School Finance.
- The ExED senior staff will review the "Register Prior to Processing" and the supporting "Employee Change Listing" for accuracy and completeness.
- If there are changes between the payroll summary report and the register, ExED will obtain approval from the Executive Director before submitting payroll.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check and direct deposit processing.
- The 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date.
- The Executive Director or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing checks.
- The Executive Director or designee will distribute pay stubs to employees on the check date.

review electronic time cards within the payroll system to ensure that they are complete and approved for that pay period.

The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll upon notification from the Executive Director that payroll for that pay period is approved.

Once processed, the payroll processor ExED Accounting Manager (AM) or Vice President (VP), School Finance will review the Payroll Review Report for accuracy and completeness and will review the Employee Change Report to verify the appropriateness of all changes.

The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check (if applicable) and direct deposit processing.

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The 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date (if applicable).

The Executive Director or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing check (if applicable).

The Executive Director or designee will distribute pay stubs to employees on the check date (if applicable).

Pay Upon Termination

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The Executive Director or Chief Operations Officer **Chief Financial Officer** will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

Policy: All purchases must be authorized by the Executive Director or Chief Operations Officer, **Chief Financial Officer, or Executive Administrator**. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80— Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

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The Governing Board must approve any contract over \$50,000.

Procedures:

- All purchases over \$500 require a purchase requisition.
- The Executive Director or Chief Operations Officer, Chief Financial Officer, or Executive Administrator will approve the purchase requisition after determining:
 - If the expenditure is budgeted.
 - If funds are available for the expenditure.
 - If the expenditure is allowable under the appropriate revenue source.
 - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
 - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board's last meeting and will include the check #, check date, payee, and check amount.

Contracts

- The Executive Director or Chief Operations Officer, Chief Financial Officer, or Executive Administrator will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Operations Officer, Chief Financial Officer or Executive Administrator will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over \$10,000.
- The Chief Operations Officer, Chief Financial Officer or Executive Administrator will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Chief Operations Officer, Chief Financial Officer or Executive Administrator will keep a record of all searches.
- The Chief Operations Officer, Chief Financial Officer or Executive Administrator will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- The Executive Director and Chief Financial Officer will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Executive Director and Chief Financial Officer will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

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Credit Cards

Policy: Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director or ~~Chief Operations Officer~~ Chief Financial Officer.
- Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer ~~Chief Financial Officer~~ be required to complete a “missing receipt” form, authorization must be granted by the Executive Director.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. Use of such points or discounts is at the discretion of the Executive Director and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the Executive Director.

Commented [Office2]: Should this say EA as well?

Debit Cards

Policy: Organization debit cards are not permitted.

Procedures:

If a debit card is automatically issued by the bank, the Executive Director or ~~Chief Operations Officer~~ Chief Financial Officer will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Independent Contractors

Policy: The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

Procedures:

- The Executive Director ~~and the Chief Financial Officer have~~ has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is

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appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.

- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Executive Director or ~~Chief Operations Officer~~ Chief Financial Officer must approve all invoices. ~~Any invoice over \$50,000 must also receive approval from a member of the Board.~~ The following procedures will be performed either manually or electronically.

Procedures:

- The Coordinator of Accounts Payable or Accounts Payable Assistant will open and review invoices and bills and will notify the Executive Director or ~~Chief Operations Officer~~ Chief Financial Officer of any unexpected or unauthorized expense.
- When receiving tangible goods from a vendor, the receiving clerk at the school will trace the merchandise to the packing list and note any items that were not in the shipment.
- The Coordinator of Accounts Payable or Accounts Payable Assistant will code invoices to the correct budget line.
- Invoices are then routed to the Executive Director or ~~Chief Operations Officer~~ Chief Financial Officer for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Coordinator of Accounts Payable will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

Policy: Bank checks will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures:

- Once an invoice is approved by the Executive Director or ~~Chief Operations Officer~~ Chief Financial Officer for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Executive Director's facsimile signature stamp, which is maintained in a secured location when not in use.

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- ExED will distribute the check as follows:
 - Original – mailed or delivered to payee
 - Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.
- Should a check need to be voided, “VOID” will be written in ink on the signature line of the check.

Petty Cash

Policy: The ~~Program Coordinator~~ **Executive Administrator** will keep a petty cash box not to exceed ~~\$100~~ **\$500**. Petty cash will be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (~~not advances, personal uses, reimbursements, etc.~~ **No personal use**).

Procedures:

- The ~~Program Coordinator~~ **Executive Administrator** will manage the petty cash fund.
- The ~~Program Coordinator~~ **Executive Administrator** will maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the ~~Program Coordinator~~ **Executive Administrator** and the petty cash recipient.
- Within 48 hours of the petty cash withdrawal, the petty cash recipient will submit an original receipt to the ~~Program Coordinator~~ **Executive Administrator** who will attach the receipt to the petty cash slip and store in the petty cash box.
- At all times the petty cash box must contain receipts, petty cash slips, and cash totaling ~~\$100~~ **\$500**.
- When the petty cash balance is low the ~~Program Coordinator~~ **Executive Administrator** will prepare a petty cash reimbursement form, totaling all the petty cash disbursements and attaching the original petty cash slips and receipts to the form. The ~~Director of Operations~~ **Chief Financial Officer** will review and approve the petty cash reimbursement form and supporting documentation.
- The ~~Office Manager~~ **Coordinator of Accounts Payable or Accounts Payable Assistant** will forward the petty cash reimbursement form and original supporting documentation to ExED.
- The ExED Accounting Analyst will record the petty cash disbursements in the general ledger and issue a check made payable to the Program Coordinator in the amount of the total petty cash disbursement.
- It is the ~~Program Coordinator's~~ **Executive Administrator's** responsibility to cash the check and to keep track of funds in the box. Reconciliation must occur when funds are replenished, and/or at a minimum, annually.
- ExED will conduct surprise counts of the petty cash fund.
- Loans will not be made from the petty cash fund.

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized school-related expenses that are

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accompanied by an original receipt or other appropriate documentation. Only the Executive Director, or ~~Chief Operations Officer~~ Chief Financial Officer, or ~~Lead Administrator~~ Executive Administrator may incur school-related expenses without pre-approval.

Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Executive Director, or ~~Chief Operations Officer~~ Chief Financial Officer, or ~~Lead Administrator~~ Executive Administrator.
- Employees will submit signed expense reports monthly, as necessary, to the Chief Operations Officer ~~Executive Administrator~~ for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- ~~Chief Operations Officer~~ Executive Administrator expense reports must be approved by the Executive Director or Chief Financial Officer.
- Executive Director expense reports must be approved by a member of the board.
- The Coordinator of Accounts Payable will submit the approved expense report and supporting documentation to ExED.
- ExED will issue a reimbursement check within five business days of receipt of appropriate and complete documentation.
- Employees will submit expense reports within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.

Travel Expenses

Policy: The Executive Director must pre-approve all school related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed up to the established per diem rate found at (<http://www.gsa.gov/portal/category/100120> - US Government Rates) for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis may be more economical. Employees should choose between long-term parking or a taxi based on whichever is the more economical for the organization.

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- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Operations Officer for approval and then on to ExED for processing.

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Executive Director and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

Asset Management

Cash Management and Investments

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:

- The Executive Director will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.

Procedures:

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Executive Director will be notified of all cases of theft, loss, damage or destruction of assets.
- The Chief Operations Officer or Director of Technology will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.

Loans

Policy: The Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents. Employee loans, including salary advances, are not allowed.

Procedures:

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- The Executive Director and/or Governing Board designee shall review and sign the promissory note before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.

Insurance

Policy: The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:

- The Executive Director will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- The Chief Operations Officer will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Parking Lot Liability

Policy: Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage through his/her individual insurance policies.

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

YPI CHARTER SCHOOLS INC. FISCAL POLICIES AND PROCEDURES

Proposed November 2017 – edits YZ

Procedures:

- ExED will monitor the organization’s reserve level and will report the reserve level to the Executive Director and the Governing Board on a monthly basis.
- It is the responsibility of the Executive Director and the Governing Board to understand the organization’s cash situation and it is the responsibility of the Executive Director to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.